

PILOT

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SOTW

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ACTIVISM

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Monday	Tuesday	Wednesday	Thursday	Friday
T 8:00 – 8:50	V 8:00 – 8:50	U 8:00 – 8:50	W 8:00 – 8:50	A 8:00 – 9:00
B 9:00 – 10:00	D 9:00 – 10:00	A 9:00 – 10:00	C 9:00-10:00	B 9:10-10:10
Faculty Meeting 10:10 – 11:00	CVP or Assembly+Break 10:10 – 11:00	Meditation 10:05 – 10:35	Department Mtg 10:10 – 11:00	Assembly+Break 10:20 – 11:00
C 11:05 – 12:05	A 11:05 – 12:05	C 10:45 – 11:45	B 11:05 – 12:05	D 11:05 – 12:05
Lunch+Proctor	Lunch+Proctor	D 11:55 – 12:55	Lunch	Advising 12:10 – 12:40
E 1:05 – 2:05 PE1 1:05 – 2:05	E 1:05 – 2:05 PE1 1:05 – 2:05		E 1:05 – 2:05 PE1 1:05 – 2:05	Lunch+JummaH
	Office hours		Office Hours	X 1:45 – 2:35
Y 2:35 – 3:25 PE2 2:35 – 3:35	F 2:35 – 3:35 PE2 2:35 – 3:35		F 2:35 – 3:35 PE2 2:35 – 3:35	F 2:45 – 3:45
G 4:05 – 5:05 PE3 4:30 – 5:30 Sports 4:05 – 6:00	G 4:05 – 5:05 PE3 4:30 – 5:30 Sports 4:05 – 6:00		Z 4:05 – 4:55 Sports 4:05 – 6:00	G 4:05 – 5:05 PE3 4:30 – 5:30 Sports 4:15 – 6:00
Music Ensembles 6:45 – 8:15	Student Clubs 7:00 – 7:45	Student Clubs 7:00 – 7:45	Music Ensembles 6:45 – 8:15	Student Clubs 7:00 – 7:45

Administration Reveals Pilot Schedule for Spring

By **JOONYOUNGHEO, LUCY JUNG, ADELE PITTS, MARVIN SHIM, ANDREW YANG and FORREST ZENG**

The Academy will test a new pilot schedule in the upcoming 2024 spring term, prompting mixed reactions from faculty and students alike.

The new schedule, which was decided without a faculty vote, features several changes: one-hour class blocks, except reserves, ten-minute transition periods, more homework per class, and one fewer class per two-week cycle. Non-reserve classes will have three one

hour-long meetings per week and will require 80 to 90 minutes of homework per class. Reserve blocks will have three separate one hour-long meetings and one 50-minute meeting per week, and require 50 to 60 minutes of homework per class.

The one-term pilot is part of an ongoing process to find the best schedule for the Academy community. “The idea is to gain experience with the pilot schedule so that we might be in a better position to compare it to our current and pre-pandemic schedules and make a more informed decision about the optimal

SCHEDULE, 2

Roxane Gay Visits Campus and Receives John and Elizabeth Phillips Award



Austin DeSisto / The Exonian

By **EVAN DIERBERG, PHIN GIBBS, ALLEGRA LAI and ROX PARK**

“Now I’m a writer who has achieved some measure of success because I dared to believe that I had the right, as a queer black woman, to articulate my understanding of the world.”

Roxane Gay, class of ‘92, stood before the Academy on Oct. 27 to accept the annual John and Elizabeth Phillips Award and address the community about her journey from the brick walls of Exeter to her role as a world-class non-fiction and opinion writer.

As described by Principal William Rawson, “The John and Elizabeth Phillips Award recognizes and honors an Exonian each year for service to humanity. The trustees select the honoree upon the recommendation of an Awards Committee of the

General Alumni Association led by the officers of the GAA.” The award is named after the cofounders of the Academy and is selected for their demonstration of the Phillips’ values: goodness and knowledge united in noble character and usefulness to mankind.

With an assertive literary voice and clear vision for the future, there is no doubt that Gay embodies these virtues. She is the author of critically acclaimed books such as *Bad Feminist* (2014) and the memoir *Hunger* (2017). Her work, which explores the queer, minority, and female experience, comes in the form of fiction and nonfiction, opinion and imagination, and has garnered her the title of a *New York Times* best-selling author, a finalist for the National Book Critics Circle Award, a recipient of the Guggenheim Fellowship, and a winner of the Eisner

GAY, 3

Afro-Latinx Exonian Society Hosts 55th Anniversary

By **EVAN DIERBERG, ETHANDING, ERIN HAN, ELLEN JIN, and LILY RAMPE**

On the weekend of Oct. 27, numerous Black and Latinx alumni, trustees, directors, and volunteers alike returned to campus to attend the Afro-Latinx Exonian Society (ALES)’s 55th anniversary. Months of preparation went into the event to connect current members of ALES with past alumni, such as hip-hop musician John Forté ‘93 and world-leading anesthesiologist Emery Brown ‘74, and to celebrate the club’s history. During the event, the ALES community shared meals, hosted speakers, held an alumni panel, and shared personal projects they were working on.

For seniors and ALES co-presidents Alex Rosen and Sofia Contreras, preparation for the event has also been long in the making. “We first began talking with faculty and alumni about this event [at] the end of last year,” Rosen said. “Since then, we’ve met a few times over the summer and have now made it a point of meeting with [ALES advisors and OMA faculty regularly],” he continued, “Overall, a ton of work went into this project, including [with] alumni, and we’re super happy to have contributed to it.”

“I really feel it could not have been better, and I am deeply appreciative of the efforts of the planning committee who designed the program and made it all possible,” Principal William Rawson ‘71; P’08 said. “Seeing Black and Latinx alums connecting across generations, reflecting on their time here as students, and celebrating together was absolutely wonderful.”

When looking back on the event, Rosen noted its significance and what alumni brought to the celebration. “One of the things I most enjoyed about this event was learning about why alumni chose to come back. All of the alumni

the development of the program,” Curtin added.

“All participants [involved] in the planning of the event had a mutual understanding of the purpose,” trustees and celebration co-hosts Paulina L. Jerez ‘91; P’21 and Wole C. Coaxum ‘88; P’24 said jointly.

I met talked about the importance of the community they felt from participating in ALES and their desire to make sure that ALES continues to be there for future Exonians. One of the alumni I talked to mentioned that we should feel a sense of ownership over Exeter; that we should be active in changing it to make sure it fulfills our needs.”

“55 years of ALES is a powerful reminder that Exeter is a community that welcomes everyone,” Coaxum added. “Furthermore, it offers an opportunity for ALES alumni to reconnect cross-class in ways that traditional reunions did not provide, thereby reinforcing a positive element of many’s Exeter experience.”

At the celebration, upper Kat Lopez said it was interesting to learn about what it was like to be an Exonian of color in the past. Although she believes the school has made progress, she still thinks more can be done. “I thought it was a very nice event. I was able to meet people with similar backgrounds that have walked the path that I’m currently on,” Lopez said. “With regards to diversity, equity, and inclusion, I’ve thought that we’ve made some progress, but there’s still so much to improve. I feel a lot of people here are out of touch with respecting the various different backgrounds that people have.”

“We’re trying to say that we’re inclusive and diverse, but a lot of the people here have mistaken me and

my friends for other people of color,” Lopez continued. “I think that as a school, if we say we have these values of [diversity, equity, and inclusion], then we should try our hardest to practice [them]. In addition to being an enjoyable reunion for all the alumni, I think the celebration was a good example of how we as a school community can ‘practice what we preach.’”

Upper Beverly Oleka echoed Lopez, saying that she believes interactions with alumni revealed that “as a person of color [on-campus], specifically like Black or like Latinx, it’s really hard to show your voice or show your color, and it’s really hard for people to see you for what you are.”

“[Some] advice alumni gave [me] was just to go into Exeter or any space just working hard without thinking that you need to prove anything to anyone,” Oleka said. “If people believe a certain thing about you, let them believe it and work hard so you can prove them wrong.”

By the end of the celebration, Contreras walked away feeling inspired by the accomplished alumni who returned to campus to share their stories with current students. “It was honestly so powerful to witness,” Contreras said. “All of the stories that they shared, watching them come back to campus, recalling their memories, and listening to them reconnect — it was just so sweet.”

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Pilot Schedule Cont.

schedule for the long term," Principal William Rawson said.

Director of Studies Jeanette Lovett outlined the expected benefits of the pilot schedule. "Most importantly, the schedule requires fewer daily transitions, both physical and cognitive," she said. "We will continue to have an incremental, age-appropriate approach to homework. The schedule also cuts down on students needing to shift to and from athletics and ends academic classes significantly before 6 p.m."

"Finally, the schedule makes it very unlikely for a student to have two five-class days in a row," Lovett continued. "This addresses a longstanding problem with the amount of homework students are expected to do in a single night, particularly after a day without free periods. In any case, there is more flexibility for students to manage the load because they will have multiple nights to do certain assignments."

A great deal of planning made this new schedule possible. "The Assistant Principal, Dean of Faculty, and current and former Director of Studies have been working on different model schedules for some time now, consulting with faculty and presenting options for discussion in faculty meetings and other settings with faculty," Rawson said. "Small-scale pilots run last year also have influenced the thinking about the design of the pilot for this spring, and a faculty committee continues to consider how best to run the pilot."

This initiative was largely driven by concerns over student wellbeing and class efficiency. "My understanding is that the schedule is based on results from the student surveys that were conducted last year," Dean of Academic Affairs Laura Marshall said. "The scheduling committee is trying to find ways to make the pace of life at Exeter easier and alleviate student homework pressure."

Many among the faculty have responded positively to the administration's good intentions and the potential benefits of the pilot schedule.

"My general reaction is that education is experimental," History Department Chair Kent McConnell said. "We should be constantly engaged in trying to improve. I do think it's important that we take seriously the results of last year's survey about student anxiety and try to reduce that anxiety by reconfiguring the amount of 'face time' with our students. We gain an opportunity for students to apply themselves to their studies with a bit more breathing room."

"I'm really happy to see the school responding to student data," Instructor in English Emily Quirk said. "The pace of the day can be really exhausting for students. I think the schedule is coming from a really good place, and I'm hoping that it'll be something that will support student health and balance."

Instructor in English Brooks Moriarty also saw the value of experimentation. "I'm willing to try anything that helps our students and promotes their wellbeing and learning," he said.

Instructor in Science

Susan Park was equally open to change. "My understanding is that the pilot schedule intends to improve the flow of the day and reduce stress for students," she said. "I can't say it's a binary between a positive or a negative change. I would just welcome anything that would do those things."

Others simply valued more in-person time with their students. "I generally prefer more face-to-face class time," Instructor in English Todd Heaton said. "If that's what the new schedule gives us, I'm for that."

"I love hearing students talk about books, so of course I'm happy with an hour-long class," Instructor in English Courtney Marshall said. "I'm also happy that students will have more passing time and a schedule that fits more closely with their sleep patterns, and it will help teachers as well. We are often going between buildings for meetings."

More passing time between classes was another positive. "I like the idea of 10 minutes between classes as it might help with punctuality," Chair of the Department of Modern Languages P. Fermin Perez-Andreu said. "Since we are going to try the new schedule, I am curious to see what works and what doesn't and to what extent it is possible to adjust to it successfully."

Others spoke of giving students enough time between classes for cognitive shifts. "I'm hoping students will arrive less exhausted cognitively," Instructor in Modern Languages Diego Ardura

said. "It takes a large toll to have math, German, and physics and have all of those classes with a five-minute passing block. So I'm hoping those 10 minutes not only allow students to actually be on time, but also come to class a bit decompressed, to get into Spanish mode, and not run up the stairs and catch their breath as class starts."

Compared to the current schedule, the predictable nature of the pilot schedule was also attractive for faculty. "I like the predictability of the pilot schedule," C. Marshall said. "It's hard for me to remember the order of the formats, so I always have the paper calendar with me."

In terms of learning the course material, instructors spoke of older or more experienced students being able to take advantage of longer periods. "The important part of history is connecting interpretation to actual historical contexts," McConnell said. "It's about trying to tease out examples that illustrate the complexity of human experiences in the past, that may inform the present. Often it feels like my classes with uppers and seniors end prematurely, and extra time per class for

upperclassmen would be helpful given the assigned materials."

Instructor in History Betty Luther-Hillman agreed that more class time would allow for more curriculum diversity. "It would be helpful to use the longer amount of class time to do smaller in-class writing assignments more frequently along with Harkness discussions."

Similarly, other instructors felt limited by the shorter class periods in the current schedule. "When I first started teaching, I did 60-minute classes, so 50 minutes felt short and 40 minutes really short," Quirk said. "I include a 'community circle' at the start of every class, so the new schedule allows for a full 45 minutes of work. It also gives some flexibility to have a Harkness discussion and work on some writing."

Others were more indecisive, but they did appreciate certain potential benefits. "Essays, workshops, METIC, library research project — all of it adds up," Instructor in History Nolan Lincoln said. "You're losing classes and you're not just going to cover all the content you want to, and this pilot doesn't help. But you can also assign more homework and have longer classes, so there are pros and cons on both sides of the argument. I'm not sure where I'd fall on that yet."

Despite these positive changes, however, many instructors have given some negative feedback. Critical response has varied widely between departments and even individual courses. In particular, concern for students newer to the subject matter has been echoed across departments in the humanities.

"For preps and lowers, I can also see where, given the trajectory of a course, an hour may feel like a long time in the classroom," McConnell said. "It's nothing against students this age, but rather trying to do Harkness for an hour and maximizing their acquisition of historical materials. If my working assumption is true, we'll have to adjust our approach in the classroom. Perhaps something like discuss assigned readings for 40 minutes, then hand out a primary source and have students analyze it for the next 20 minutes."

The trend continued in the Modern Languages Department. "I'm open to try the pilot schedule this upcoming spring term," Instructor in Modern Languages Ning Zhou said. "My main worry is for lower level classes. Because the lower levels are where we build important foundations. Instructionally speaking, I would like to see lower level students more frequently. As the pilot is reducing the four to five class meetings to four times each week, we may need to adjust the pacing and how much content we can cover. We want to make sure the students can not only finish the material, but also retain the materials by not rushing through the content."

Notably, Zhou felt more confident in teaching his higher-level courses. "For my older students, extended homework time comes in exchange with the reduced class meeting times," Zhou said. "I know that the workload has always been a

heated topic among students — how much time they spend on work, social life, and sleep — so I do have some concerns regarding how students will react. However, because they have stronger foundations than the lower level students, I think the students in higher level classes will adjust much more easily."

As for Perez-Andreu, who was the only one in the Modern Languages Department to try the new schedule last winter and had a somewhat positive experience, he still shares the same concerns and remains uncertain. "I reiterate that more frequency is better for learning a language," Perez-Andreu said. "But my experience with a pilot class wasn't negative. I was able to cover all I had to cover, and I managed to use class time more effectively than I expected."

"I wasn't sure about the impact of ten more minutes per meeting time on the students' focus," he continued. "But it went well for me. In any case, the experiment was with just one class, and different factors could have played a role. After this coming spring, I will have more of an opinion."

In the Classical Languages Department, too, the number of class meetings per week itself is important in helping less experienced students. "I can speak for the whole department because we've discussed the schedule," Chair of the Department of Classical Languages Matthew Hartnett said. "Our position has pretty much remained the same throughout: more frequent meetings are more pedagogically useful to students learning languages than less frequent meetings. So to the extent that the pilot involves decreasing the frequency of meetings, we think that's going to be damaging to the students' ability to learn as effectively as possible."

Instructor in Classical Languages Lina Wang, who teaches many newcomers to the field, agreed. "While I'm willing to be proven wrong, a lower frequency of classes does not seem ideal to me for language learning, especially at the introductory level," she said. "I know that my department will have to get creative in restructuring our curriculum at the 100 level."

At the end of the day, then, instructors in the humanities anticipate some positive changes — longer passing periods and more productive periods for upperclassmen — but worry about the decrease in class meetings for newer students.

In the Science Department, some of the faculty do not expect many challenges ahead. "I would have to adapt to the schedule where there's a reduction, but there should be minimal difference to students in terms of what they're learning now," Park said. "It'll feel different, but in theory we should be able to cover the same material."

On the other hand, others in the department who teach a specific curriculum are more broadly concerned about fewer class meetings for all of their students, not just the underclassmen.

"Both physics and chemistry ask students to make meaning of concepts that are new to them," Instructor in Science Mark Hiza said. "This takes time and the more opportunities there are for students to

engage in applications of the concept, the more fully they will gain an understanding of it. Fewer classes mean fewer opportunities. Longer homework assignments remove me, the teacher, from my role as a guide for my students."

Park's speculation that "this will be an added challenge to maintaining a course aligned with the AP curriculum" is a reality for instructors like Hiza, who teaches the Chemistry 400 sequence, among others.

"The accelerated chemistry course is already under a strain to work through the AP curriculum by the beginning of May," Hiza said. "The pilot schedule will add to that strain and negatively impact the five sections of students taking the course."

Similarly, instructors in the Department of Mathematics will be forced to assign more problems for each class, which would, as many believe, negatively decenter the classroom and rely too much on student

"The new schedule is antithetical to what Harkness and our school are supposed to be about."

independent work.

"The new schedule is antithetical to what Harkness and our school are supposed to be about," Instructor in Mathematics Eric Bergofsky said. "The point is to have student-centered classes and discussions. The more you have students do for homework, the less they're engaging with each other and the faculty, and that's a detriment to their education."

"If I had my way, I'd meet every class five times a week and shrink the homework load," Bergofsky continued. "I know we can get a lot done in class and everyone is accountable for the work. I'm in class, the kids are in class, we work efficiently. We say Harkness is what distinguishes us from every other school. Why wouldn't we do it as often as possible?"

Low-quality homework was also a serious concern for Instructor in Mathematics Dale Braile. "One of the things we've discovered in the math department is that giving more homework does not necessarily mean the class gets through more problems the next day. It really depends on how well students do that homework," she said. "Lower-level students coming are particularly unprepared for Harkness and Exeter math, so we need more time to help them adjust. So shorter assignments but more class meetings would help them think about things on their own, but also get the benefit of hearing from their classmates and the teacher."

Even beyond all of their critical feedback, some faculty in both the humanities and STEM departments shared concern about the way the administration decided to implement the schedule. While there were indeed discussions with faculty last year, the absence of a final faculty vote to implement the pilot schedule was a subject of controversy.

"I came to Exeter in 1987," Braile said. "At that time, any proposed changes in the daily schedule were initiated by the faculty. Any proposed schedule would

be discussed at length during faculty meetings and then the faculty would vote on it. If the proposal did not get a majority of the votes, we continued with the schedule we already had. This, of course, had to change during Covid. But now that we are back to having faculty meetings in person, I don't know why we haven't returned to letting the faculty decide what daily schedule works best."

Other instructors felt just as strongly. "Before the pandemic, the faculty made decisions about the curriculum and daily schedule," Hiza said. "During the pandemic, for reasons that most people could agree with, the administration took over this role. Now it seems that the administration is reluctant to revert back to our longstanding model of governance. I think we should all be worried when a small group of people tries to tell the larger community what's best for them. A decision like this should have been made in a deliberative way that involved the full faculty (and students) and that process should have involved a vote."

"My colleagues and I believe the way we approached the pilot was problematic," Bergofsky said. "It's a big deal to pull a schedule together and run it for an entire term. The faculty should have had some say about whether they wanted to put that time and energy into adapting to a new system."

Lack of preparation was another concern. "It would be nice to know in advance how we're going to be given time to plan for this change; if not, that could be a challenge," Luther-Hillman said. "If teachers don't know what to do and end up dismissing their classes ten minutes early every day, that would not be as meaningful to what we're trying to experiment with."

Some instructors advocated for more student and faculty input. "I absolutely feel that the faculty should have been given a vote," Heaton said. "We are — or it used to be said we were — a 'faculty-run school.' Maybe the students should have been able to weigh in as well. They bear the burden of administrative changes."

Still, even here there were mixed reactions, with some instructors deeming a faculty vote unnecessary. "I certainly understand why people would want a vote, but I'm okay with the administration doing this because it's a pilot," Lincoln said. "There have also been a lot of conversations about the schedule. It's not like this is something people didn't have a chance to voice their feelings about. I appreciate the democratic process, but at the same time, it can be somewhat a hindrance — it's a pilot schedule, not a full shift."

Ardura shared a similar opinion. "At some point, someone has to make a decision," he said. "We've had a lot of faculty meetings about it, but at the same time, I want someone who says, 'Hey, let's just give it a try.' I'm not the one with all the data on student time management or from the survey, so the administration has to decide for us. So I think it's crucial that the faculty voice is heard, but I don't think there needs to be a faculty vote."

As for the student body, general reactions have been positive, negative, and

Pilot Schedule Cont.

everywhere in between. Like the faculty, many students saw the new schedule's simplicity and consistency as major strengths.

"Our schedule shifts around a lot and different classes start at different times," prep Grace Yang said. "I was pretty confused with the schedule at first, and with this new pilot schedule, you basically know how to plan your time."

"Having the pilot program is an improvement to the current schedule that's confusing to navigate for new students," senior Andrew Yuan said. "I also think having an hour of concentrated time in class, similar to how a lot of public schools are doing it, will be very helpful. Overall, I'm in support."

Increased class efficiency was another positive change for many. "I've realized that homework plays a huge part in Harkness learning at Exeter," prep Alex Lim said. "So I believe that allocating more time for students to focus on their homework will allow classes to be more fulfilling for the students. In addition, many teachers choose not to use the 70-minute long block, so changing every block to 60 minutes will make for better use of time."

The 10-minute passing period was attractive for others. "Overall those 10 minutes will reduce stress," senior Jack Farah, who headed a Core Values Project (CVP) on scheduling reform last year, said. "Students don't have to have the unnecessary

pressure of walking to and from class. I know I have a class on the fifth floor of Phillips Hall. I have to go straight to the third floor of the science center, which in five minutes is a ridiculous turnaround."

Beyond these changes, there was also substantial criticism from students. One common point of concern was homework load. "Probably the biggest shift will be seeing how homework will factor in," upper King-Diorr Willson said. "If a class doesn't meet on one day and doesn't assign homework, then the teacher might assign a huge load for the next class."

Likewise, students shared the faculty's concerns about the decreased number of class meetings, especially in certain departments. "I think the one-hour system

will definitely benefit classes like math where you can go over more problems regularly," upper Grant Leopold, who collaborated with Farah in the scheduling CVP, said. "But for classes like Spanish or Chinese where you need that repetitive nature and those regular meetings to practice the language at the early stages. That's pretty harmful for students."

Setting expectations aside, others will wait until they see the pilot schedule in action before coming to their own opinion. "The survey they ran last year showed students were spending upward of four hours on homework per night, and the pilot schedule is trying to fix that," upper Caspar Bailey said. "I'd say the administration has good intentions, but we'll see whether the schedule will fix things or not."

The administration has certainly expected to

hear feedback from the community, and it will continue to listen and make changes as necessary. "This is a learning experience, so we do expect questions to arise about how teaching and learning will be affected in different departments and at different levels of study," Rawson said. "Some departments might find it harder to adjust than others. This is one way to learn and assess options."

One thing is certain — no plans are yet in place to switch to the pilot schedule in the long run, much less permanently. "Looking ahead, the faculty will have dedicated time leading up to the spring term for individual and departmental work on modifying existing syllabi and course plans," Lovett said. "The spring pilot schedule is not intended to be a permanent adoption, but rather a test of its essential design. We will take more time for faculty

input and deliberation before adopting any longer-term change. According to the Academy's governance structures, a permanent change to our schedule would need to be voted on and approved by the full faculty."

"We anticipate collecting feedback from as many faculty and students as possible to understand how they feel about the pilot schedule, the schedule we have now, and any other possible schedules," Rawson concluded. "Our next steps will depend on that feedback and faculty assessment of all the pros and cons of each option going forward."

Roxane Gay Cont.

Award for Best Limited Series. Gay is also an opinion writer for *The New York Times*, the founder of Tiny Hardcore Press, and the editor of her own *Gay Mag*.

In her acceptance speech, Gay expressed gratitude for her parents, as well as a few of her instructors at the Academy, for believing in her abilities and supporting her to pursue her passion for writing. "I ask myself often why [my parents] chose to send me here. The answer is that they had a vision. They understood the power of possibility and used a school like this to put me in the best position to take advantage of the possibility. They saw what I did not see for decades, honestly. That I have a powerful voice and something to say."

As is tradition for assembly speakers, Gay held an open Q&A lunch for members of the Exeter community following the assembly. More than twenty students, faculty, and alumni gathered around a Harkness-formation of tables in the Elting Room to attend, as well as Gay's spouse Debbie Millman, sister-in-law Aide Gay, and parents Michael and Nichole Gay. After a brief introduction of herself and her family members, Gay opened the floor to questions from attendees, and what followed was an illuminative and honest discussion of her time at Exeter, writing process, publications, column writing, idea of activism, and advice to students.

Though Gay shared about her, at times, isolating experience at Exeter in assembly, she noted that Exeter rooted in her a newfound sense of optimism. When asked what the number one lesson that she took away from Exeter English, she thoughtfully replied, "That [my writing] was possible. That I could make my way through the world as a writer."

She continued, "Most of the time when you're a writer, people are like, 'Oh, good luck with that'. And when I was here I was told good luck with that, [but] as if it was really possible. That really helped and gave me a foundation to think of myself as a writer and to have this foolish dream that maybe I could make a living as a writer."

With a career lasting more than 20 years, Gay was asked about what

kept her motivated. Inevitably, success and struggle often come as a pair. "Stubbornness and also just a love of writing," she responded. "I was constantly faced with moments where I had to really want it more than I hated it. Not the writing part, but the struggle part... It certainly kept me writing and trying and submitting my work and learning how to tolerate rejection, of which there is a lot."

Despite her decorated resume, the writer revealed that she struggled for the past five years with long-term writer's block and dissatisfaction with her work, feeling as though it was "good enough" but not indeed her best work. "It doesn't come as naturally, and I think it's because I do have this awareness of audience that is a bit frustrating. You start anticipating what different groups of people are going to say, how they're going to respond to something, and then you get in your own way...I try to overcome it by writing through it, by stepping away, reading for pleasure, and engaging with other forms of art."

Now, Gay is on a book tour to promote her new book *Opinions: A Decade of Arguments, Criticism, and Minding Other People's Business*. Though being on the road and constant city-hopping might be exhausting, there is a tired excitement behind the endless flights and destinations. "It's really exciting. I get to see the whole world and I don't have to pay for it. I get to connect with people who like my work, which is awesome because, you know, I'm hearing that you always hear from the people that hate it. And to engage with people that are passionate readers of literature," she explained.

The conversation encompassed more than simply Gay's own work and experiences, expanding to her views about the world at large. In particular, Gay spoke to the alarming rise of censorship. Currently her books are banned all over the country, including in states like Iowa and Texas. She emphasized the importance of agency, and said "the best way to [push back] is to run for school boards and run for library boards." Gay added, "It's important to know the numbers. 11 people are responsible for about 55% of all the books banned in the country, and we know

who these 11 people are. They're just bad people who have really strange ideas that they should be able to control what other people and other people's children learn and engage with...So it's also important to call out what is happening and why it's happening."

While Gay expressed that her writing is always for herself, she did also

marginalized groups can raise their voice and survive the Exeter experience, Gay replied, "I think sometimes the only way forward is through; I wish that there was an easier answer... And this is the second time I've been back since I graduated, which should tell you something, like, some alumni are here every other week. No, I don't need to be here." She added, "But you have to find your people. And sometimes they may not be in places where you expect,

students to stand up for themselves if they would like to see real change made. "I feel like people of color should speak up and say, 'Hey, I am very grateful. That's why I'm giving you the explanations of what's really bothering me, because I cherish this school so much. I want it to continue because it's an amazing opportunity, so I want it to be better for future generations. That's why I'm giving you my perspective on how things are going,'" she said.

to have the author whose work we were discussing present, as she invited us to engage her work through her perspective, unlocking an entirely different avenue for our understanding."

Upper Max Albinson, another student in the class noted, "She allowed us to discuss her topics and perspectives freely while chiming in and giving us a greater lens to her arguments and why she has said opinions."

Akhtar, another member of the Epistemology class,



John and Elizabeth Phillips Award winner Roxane Gay addresses the Academy at assembly.

Austin DeSisto / *The Exonian*

recognize the nature of her audience when a student asked if she felt that her writing had become a form of literary activism. "Is it activism? No," she answered. "The reason I say that is because activism is activism and activists are really out there on the front line putting their bodies on the line, living their truth. I have activist tendencies and I do write about social justice, but I don't ever want to diminish the real work of activists by claiming that writing about something is activism. There's a difference."

Finally, Gay offered advice to students on how to tackle their time at Exeter, as well as the world they will face beyond. To Gay, the main flaw at institutions like Exeter is a lack of diversity. She noted that superficial diversity, which may seem present on paper, often did not reflect the actual experiences of marginalized students. Gay asserted, "To address this culture, we needed more institutional accountability and efforts to change the school's social dynamics."

When asked how students on campus currently a part of

but you do have to find your people because it is your peers—your real peers, not your general peers—that are gonna help you get through."

Many students were impressed by Gay's sincere and sophisticated outlook on the world from witnessing her both at the assembly and the Q&A.

Beverly Oleka, an upper and co-head of the Democratic Club, expressed that "She had a lot of things that resonated with me. She just says things as it is and she doesn't sugarcoat."

When it came to Gay's descriptions of the challenges faced by minority groups at the Academy, Oleka agreed. "I felt like honestly she had the same idea I've had of Exeter, but she put it into words for me," she said. "I do think that there's a lot of things that still need to be fixed. Yes, it's better than years before, but there's still definitely a long journey we're still on to get to where we need to be."

But similarly to Gay, Oleka also acknowledged that Exeter is not defined by its flaws, and that it is the responsibility of

Senior Ayaan Akhtar noted that it was interesting that "With Roxane Gay, especially when she talked about how [during] her time here she wasn't really the most outgoing, we now see her as this huge force in social justice and creating change. And even the way she speaks about creating change, both reflected in her writing and her spoken voice, is inspirational, and it leaves me curious to see how people at our time here will end up in the future."

As part of her visit, Gay also attended a combined class between *REL450: Social Ethics* and *REL592: Introduction to Epistemology*. The two religion classes were tasked with reading two of Gay's pieces for homework, "Tragedy. Call. Compassion. Response," and the introduction to *Opinions*, and finding questions and themes within the works as they related to social ethics or epistemology.

Class member and upper Caspar Bailey commented on her presence: "She offered insight into her thought process and the cognitive workings behind her pieces. It was refreshing

talked about Gay's ideas about anger in *Opinions*. "Sometimes you can't help but feel angry at things not changing. And that was something she talked about in her piece a lot. It was interesting to talk about how that may or may not be productive in a lens, but also how it's ingrained, how it's normal."

Rawson expanded that "One purpose of [the John and Elizabeth Phillips Award] is to help students to realize their own capacity to make a difference in the world and lead purposeful lives." He added, "Every John and Elizabeth Phillips Award recipient once sat in the Assembly Hall as an Exeter student with no more confidence or certainty about the future than any students can have today."

In the closing of her remarks, Gay noted, "I do all this because thirty-five years ago, my parents had a big, bold vision for myself that started [at Exeter]. I hope all of you have people in your lives who have that kind of imagination, and if you don't, I hope you can carry that vision for yourself."

Academy Hosts 2023-2024 George Bennett Fellow: Emma Zimmerman

By AMYLIN, MAX MANTEL and ROXANE PARK

“This essay is called Impermanence.”

The Assembly Hall fell silent enough to hear the drop of a pin, students and teachers alike eager to immerse themselves in the speaker’s story. The tale that would follow was a captivating account of her experience with Long COVID that weaves

by alumnus Elias B. M. Kulukundis ‘55, is presented to a promising, unpublished author and provides them with a one-year opportunity to live in Exeter as the Writer in Residence. According to the official description, “the purpose of the George Bennett Fellowship is to provide time and freedom from material considerations to a person seriously contemplating or pursuing a career as a writer.” Having

way that’s compelling to a reader,” she shared. “I think that when you’re writing, it forces your brain to slow down and put different pieces together. Writing — not only words, but rhythms and descriptions, and the way you sew those words together — is a powerful mechanism of expression.”

Zimmerman explained how she selected Exeter and the fellowship as a space for her to work on her craft. “I was looking for

to have a year to just write a book.”

The unique environment and community of Exeter have been a crucial part in helping Zimmerman’s process thus far. “The students are so friendly and intelligent,” she said. “I’m impressed by the students of course, but also by the faculty—how much they do, how engaged they are in their teaching, and what different experiences they bring to the classroom. It’s definitely a special place. This environment has been lovely, and so has the access to trails here. I think the flexibility of this fellowship has been an incredible asset to my work.”

In addition to her personal creative writing, Zimmerman has served as a journalist exploring the intersection between social justice and sports, in particular women’s trail running, regularly printing pieces in publications like *Trail Runner*, *Outside*, *Women’s Running*, *Tracksmith Journal*, *Runner’s World*, and *Taproot Magazine*.

Unsurprisingly, many students were stunned by Zimmerman’s reading of *Impermanence*. “What I remember from Ms. Zimmerman’s assembly is her imagery and poetic writing style,” said senior and co-head of the on-campus literary magazine *Pendulum Hope Gantt*. “I appreciated her presentation because her voice and intonation made the piece engaging.”

As a writer herself, Gantt hopes to take advantage of Zimmerman’s office hours from 9:50 to 10:40 a.m. every Thursday at her office in the library. “Especially during senior season, when I’m writing a lot of personal essays, it’s valuable to get another perspective,” she said. “The goal of any essay is to communicate, so you want anyone who reads it, no matter their background or prior knowledge about you, to be able to understand more about who you are.”

Likewise, faculty have been impressed and excited about Zimmerman’s presence on campus. “I love her energy,” Instructor in

English Katie Brule said. She has been able to form a close relationship with Zimmerman as fellow young faculty members, dog-lovers, and runners. “I think that kind of energy can have a positive impact on students in general. She’s so curious, which feels like an important word and mindset for our campus this year, and that curiosity spreads. Regarding her writing, I think her consideration of how we interact with the outdoors feels important in getting our community to look more closely at the spaces we’re in.”

“I think it’s really cool and rare for a high school to have a program like this, where a wonderful visiting writer early in their career comes and is in residence. It’s a gift for the writer to be able to have that time, but it’s also, I think, a gift for the community. It’s very special to have her presence on campus, and I think it’s neat to have a creative nonfiction writer as well, because we haven’t in the last couple of years, and given that so much of our English curriculum is rooted in creative nonfiction,” Instructor in English Chelsea Woodard continued, “She mentioned that she had several students come to her office hours to read everything from college essays to pieces that they were working on personally. So, I think it’s really positive that students are already seeking her out. She’s very friendly and approachable. I think that she has already had a positive impact on the community, and that she will continue to do that.”

“I hope that she gets to bring what feels authentic for her to bring to the community. I think it’s different for each Bennett fellow. I hope for her as a writer that the time is fruitful—it’s such a gift to have a year to write without other obligations and to have access to students, colleagues, books, and space. So, I hope it’s a creatively productive time for her,” Woodard added.

“It was the strength of her manuscript. The topic and her approach were

compelling,” Woodard, an instructor on the selection committee for fellowship, reflected on what stood out to her from Zimmerman’s application.

As a writer experienced in storytelling, Zimmerman is eager to share her insights and advice on the art of creative writing and the many genres she has mastered: fiction, creative nonfiction, and journalism.

“Don’t get too bogged down by where you’re going with writing or what exactly you’re writing about. If there’s something that you feel [is] important to write about, or even if it’s not important [but] you’re drawn to it, go with it. Explore different forms of writing. I think many writers give this line of advice to younger writers, but if you have a story that you want to tell, just write it. Get it on paper. Try as hard as you can to not get too wrapped up in the little details of writing,” she advised.

Reflecting upon the impact she intends to leave on the students at the Academy, Zimmerman said, “I hope to continue having conversations with students about creative nonfiction and the power that they might be able to find in it, and I hope to continue learning from all the students here, because whenever I have a conversation with students, I’m really impressed by everything they’re thinking about in their own work and lives and how engaged they are with the outside world. I very much feel like there’s a give and take and I’m getting a lot from the students here, but I do hope to give back to them as well.”

More specifically, she elaborated on the ways that she would like to accomplish this during the remainder of her time at the Academy. “I don’t pretend to believe that I have anything extra special to give to you students,” Zimmerman said. “You all have so many gifts of your own and you’re all such talented people. But I do hope that I can help some people view their writing in different ways [and] find the power that lies in their own stories, or in the stories that obsess them.”



Emma Zimmerman poses for a photo.

Courtesy of Grounded Podcast

her relationship with her grandmother, mortality, and mariposa into a striking comparison between illness and age.

This speaker, who possesses such an impressive command of anaphora and allegory, poetic syntax, and her own unique voice, is Emma Zimmerman: writer, journalist, and the 2023 recipient of the Academy’s George Bennett Fellowship.

The George Bennett Fellowship, endowed

been launched in 1968, past recipients include Debra Allbery, A. Manette Ansay, Gina Apostol, Vasugi Ganeshananthan, and Ilya Kaminsky.

When asked about her passion for writing, Zimmerman expressed her opinion on the strength of writing. “When I found creative nonfiction in college, I discovered such power in looking at the complex world, and then translating all these complex emotions to the page in a

different fellowships and teaching opportunities after graduating [with an MFA from NYU], and Exeter was one that was on my radar,” she explained. “It kept popping up in searches and it seemed like a very dreamy opportunity to have the chance to write. At the time I was working on my master’s thesis and hoping to turn it into a book,”

To Zimmerman, the opportunity presented by the fellowship was obvious: “It is every writer’s dream

Students Reflect on Midterm Grades

By ANGELA HE, ETHAN LU, HEMANI STELLARD, ELAINE QIAO, and LEOZHANG

Every year, students receive midterm grades from their teachers to notify them of how they’re doing in classes. This year, students received their midterm grades on Wednesday, Oct. 18. Many students expressed concerns of lower grades as compared to previous terms and alleged grade deflation, notably within the mathematics and history departments, as the reason to blame. While the administration asserts that there have been no discussions of or attempts at grade deflation, students think otherwise.

With the recent release of midterm grades to Exeter’s campus, it has become evident that grade deflation has taken a toll on some students, while others see the positive side of this new grading. Lower Wayne Zheng

shared his experiences with midterms, “So my midterms this year in general is definitely worse than my prep year...I feel like it could be because lower year things have gotten harder and I gotta put more work in but also maybe it’s because of new grade deflation policies and all that,” he said.

Upper Sam Benochi shared similar sentiments, commenting that, “My grades aren’t too bad but they’re getting worse and worse as the years go by.” Benochi continued, sharing the impact she feels as a result of the alleged grade deflation. “I do have concerns because this year is my Upper year and I really need to get good grades for college, but it’s not looking good right now,” she said.

Upper Minjae Suh added to this viewpoint saying, “I think that’s because a lot of the teachers tell us that they’re going to grade lower than our actual grade, because

they think that it’s going to motivate us to do better to get a better final grade. But, for me, that doesn’t work because I get motivated when I see that I’m doing well in something. And so if I get a bad midterm grade, the opposite happens, where I’m like, ‘oh, I’m no good at this’”

However, upper Mackenzie Carty offered an alternate viewpoint, stating: “I think that grade deflation is more of a focus on grading on what you actually know rather than the letter grades that you get. I know that even if it’s a bad Midterm grade and I understood everything, I am still proud of myself.”

Many students reference the new Math department policy, which removed retakes and corrections on major assignments, as a reason for decreased grades at midterms. Upper Bella Jin expressed her desire for the return of retakes and corrections, citing

an increased incentive to revisit and learn the material. She explained, “I would add retakes because I feel like improvement and acknowledging your past mistakes are also very important to the study of sciences and math in general. I believe that they will encourage students to look back on their problems. When I receive a test back, I just see the grade and I don’t really go back to the problems that I did wrong. If there were corrections and retakes, it would encourage me to look over them again, and then strengthen my understanding of the materials that we were taught in class.”

Zheng echoed these sentiments. “Mainly I would like test retakes to be allowed in all departments, whether it be for half or even a third or a quarter of the credit. retakes on tests. Because right now, if there are no retakes available, I have no incentive to look at a test,

learn what I did wrong, and correct it. But if there are retakes available, then I have a reason to go back and learn what I missed.”

Suh also brought up the impact that corrections and retakes have on a student’s relationship with their teachers. “Asking for a retake also opens opportunities to talk with your teacher about why you want to retake, why you think your test didn’t go well, or how you’re doing in the class,” she said.

On the contrary, the administration asserts that “grade deflation” policies have been nonexistent. Instead, the only change regarding grading has been a change to the math department grading policy. Dean Laura Marshall explained, “I am unaware of any grading policies aside from the math department that has reaffirmed the department scale that the department has used for decades (e.g. a 75% is a B-).”

Marshall also remarked that this recent trend of grade inflation was not unique to Exeter: “Grade inflation

has been a nationwide issue for decades. It does not necessarily benefit students. It also places more importance on standardized tests. And, yes, during Covid grades inflated quite drastically.” She further commented that: “As a school, we are working toward more consistency within departments in terms of expectations and more transparency in communicating expectations to students.”

PEA students have expressed that they understand the reasoning behind the new grading policies but also that many feel at odds with them. Returning students have also noted that these new policies have caused midterms this year to feel noticeably more difficult than last year. In particular, many have felt the effects of the removal of test retakes and corrections. Many feel that test retakes and corrections provide a valuable incentive for students to learn the material to a greater depth than they would have otherwise.

Life

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Read about this issue's senior of the week: Solu Ajene, 6.

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Read about this issue's faculty of the week: Thomas Simpson, 8.

» TERM ABROAD

Read about the current term abroad programs, 5.

Students Reflect on Academy-Hosted Term Abroad Programs

By **JOONYOUNG HEO, ROX PARK, and HEMANI STALLARD**

This fall, small groups of Exonians have traveled through the country and across the ocean in the Term Abroad program, from the Mountain School in Vermont to Grenoble, France.

Headed by Director of Global Initiatives Patricia Burke Hickey, the program offers students the opportunity to study off-campus, typically for the duration of a term, and immerse themselves in another culture and learning environment. These offerings span from England to Spain to the Bahamas. The primary program this term is held in Grenoble, where students live with host families and attend a local school there.

Burke Hickey spoke to the many benefits of offering a term of study abroad. "There's a difference between a tourist and a traveler," she said. "A tourist checks off the boxes of sights and highlights, often moving from place to place — Paris! London! Rome! A traveler settles into a place and gets to know people, builds relationships, learns the language, explores a neighborhood day after day, tries new foods, and perhaps even begins to feel at home."

"I hope on their terms abroad, Exeter students become travelers and return with a deeper appreciation and understanding of other cultures, more aware of the world, and more confident moving through it," Burke Hickey continued. "And, of course, I hope their language skills improve!"

Fortunately, the participants in the Grenoble program have been doing just that. For the past two months, they have spent time learning from a unique curriculum, exploring French culture, and getting to know the ins and outs of their town.

The students keep to a busy schedule. "On school days, I take a bus at 7:30 a.m. and I get to school by 8:20 a.m.," senior Lucy Lukens said. "My classes vary depending on the day; some days I have eight hours

and other days I have a single two-hour class. If I have a lot of free time during the day, I often visit downtown Grenoble with my friends to eat lunch and walk around the city. The day ends at 5:10 p.m., after which I take a bus home with my host siblings. My host family usually dines at 8 p.m. in the evening, and after that, I have some for homework before I go to bed."

"I go to class from 8 a.m. to about 3 p.m.," senior Quinn Coaxum said. "Unlike Exeter, here the classes are two hours long, and we have around three per day. After class, I either go into the city with the other American students or go home and start my homework for the next day."

Some others live outside the city, but they similarly exciting experience at school. "I'm living in Crolles, which is a city next to Grenoble," senior Finn Tronnes said. "Every day I wake up at 6:30 a.m. and take the bus for an hour to school. Then it's a ton of classes. Some days it can get boring, especially the lecture-based classes, but on many days it's fun. I'm taking a sick biology lab as well."

Accordingly, the Exonians there have learned a great deal about France and its language in a rather different way than they would in an Academy classroom. "The biggest difference for me has been living with a host family," Lukens said. "We speak French all the time in the house, so I've been able to progress more rapidly at conversational French. We also take classes with French students and the instruction is entirely in French. Being around native speakers means we practice much more frequently."

Coaxum shared similar thoughts. "The most obvious benefit has been immersing myself in the French language and culture. My French has improved rapidly. That wouldn't have been possible at Exeter just because I wouldn't be speaking it all day."

Besides observing a significant boost in their language skills, the students

have simply enjoyed living in Grenoble. "I really like our location in the Alps, because in addition to living near a city, we are also surrounded by mountains and lakes," Lukens said. "Between the two environments, there is a wide variety of things to do, so we get the best of both worlds."

"What I like most about Grenoble is the architecture," senior Solei Silva-Carin said. "It is so beautiful, so different, and there's so much history behind it too."

Silva-Carin also experienced a pleasant culture shock. "I think the biggest cultural difference here is that they don't waste food," she said. "Especially in the United States, we're not as mindful of having zero waste after a meal, and here it's really uncommon to have food left on your plate. Everyone always finishes everything, and if it's not finished, they'll be finished at the next meal or as a snack."

Tronnes has enjoyed the pure variety of activities available to him. "I really like having dinner with my host family and eating so much dessert on the daily," he said. "The vibe is super different from Exeter because school isn't as big a part of life, and there's a lot more time to get out and find things to do. I've been doing jujitsu with my host sister, and we've been able to go to the mountains and to nearby cities a lot on the weekend."

Nonetheless, while the seven students currently in Grenoble have had these exciting new opportunities to engage with French language and culture, as well as a break from the fast-paced atmosphere of Exeter academics, they are also excited to return home, to the Academy, in just a few weeks.

"I miss the people a lot, and I am super excited to reunite with everyone [in] winter term. I do also miss discussion-based classes," Lukens agreed, citing the Harkness style that defines Academy education.

"I definitely miss Exeter," Coaxum said. "It's senior fall, my last fall at school, and of course, I feel like I'm

missing out. It's the minor things like Senior Sunrise or Academy Life Day."

Despite the detachment from campus, of course, the students encouraged prospective students to follow their instincts and apply to take a term abroad. "It's a really great way to learn a language, and the city of Grenoble is a great place to live," Lukens said. "The application process is pretty simple — I just had to write one essay about my interest in the program."

"It has been really weird to be away from all the people I've known for so long, but I don't think I would change it if I could go back," Silva-Carin reflected. "I think that the best thing to know would be that it is difficult at the beginning. There are a lot of cultural shocks. Honestly, you're not really prepared to be surrounded by language every day, even if you think you are. It was definitely a big jump, but I definitely recommend this term abroad program to other students."

"I would 100 percent recommend this program to other students," Coaxum echoed. "It's truly a unique experience, and it gives you a chance to experience a different way of life."

Indeed, ten-time resident director of the Grenoble program and Instructor in Modern Languages Katherine Fair shared what the organizers search for in applicants. "In addition to having a good overall record, an ideal applicant needs to have demonstrated strong motivation to become fluent in French, meet and get to know French people, and discover what life in France is really like," Fair said. "We do not seek applicants with perfect skills or an advanced level in the language, however. I can think of several examples of students who went to France just after finishing 230 and thrived. And some of our best participants have been students who previously struggled in the language."

The term abroad in Grenoble is just one of many organized each year at the Academy. This year alone, language immersion

programs have been coordinated for not only France, but also Japan, Spain, and Germany. In addition, the school offers internship opportunities for students during the spring and summer. Coordinating everything from transportation, schedules, and housing to billing, paperwork, and authorizations, there is a dedicated team in the Global Initiatives Office that makes it possible for students to enjoy all of the unique trips offered.

Burke Hickey shared that, upon returning to campus, she and the other Global Initiative program directors receive feedback from students about what can be changed for future terms. "We debrief about modifications after the program when they have some distance from their experiences and have a bit more objectivity," she explained. "For example, last year, the students in Spain shared that they missed Harkness discussions; this year, Señor Delgado will teach a Spanish literature class as part of the program."

This is possible because many of the language immersion programs are available to students every year. However, the program directors have faced some challenges in providing all of the programs as options. "Unfortunately, sometimes we don't decide but rather geopolitics dictates where we go — for example, we are not offering the Russia term program now, and we are hoping to rebuild our Chinese language program post-COVID," Burke Hickey said. "The Modern Languages Department and student interest support our language immersion programs."

Among the programs that will indeed be offered in the winter term are those in Madrid, Spain and the Mountain School in Vermont.

Like its counterpart in Grenoble, the Madrid trip is another exceptional opportunity for students to engage in regional culture and the Spanish language. "I love the language and I want to pursue it," senior Sarah Sargent said. "I want to study it in college and speak it for the rest of my life. And Spain is a great way to fully immerse myself — the opportunity to explore Spanish culture lends itself to quite a bit of fun."

"We'll still be going

to school, but I think there's more emphasis on understanding Spanish culture and improving our language skills," senior Corinne Blaise said. "I also hope to be fluent in Spanish soon, and the best way to learn a language is to immerse yourself in it! This is such a great opportunity to have so early in life."

Students on the Madrid trip will also enjoy a looser schedule similar to the Exonians in Grenoble this term. "It'll be very nice to have a relaxing term," Sargent said. "I think it's a nice break while I'm still under the age of 18. My parents can support and advise me while I can still have more freedom and less responsibility. This will be a great experience."

That same term, a different group of Exonians will travel to Vermont to attend the Mountain School. "At first, I was a little worried because it sounded like I was going to be in the middle of nowhere in Vermont, farming and camping," upper Kamara Williams said. "But it's a really cool opportunity to learn more about environmental science and sustainability."

The Mountain School also offers a less demanding schedule.

"Class-wise, it's similarly structured to Harkness and to Exeter, but I think the learning environment is overall a little less focused on pure academic rigor," Williams said. "Instead, it extends towards focusing on environmental science or performing different chores or tasks around the school. I think they just put a lot more emphasis on more practical forms of learning. I'm really looking forward to experiencing a different learning environment from Exeter."

Whether jetting off to Grenoble or Madrid or driving up to Vermont, the many students involved in the Global Initiatives program can agree on one thing — these Term Abroad trips are a fun and invaluable part of their Exeter experience, allowing them the opportunity to explore other places and cultures, and to enjoy some time away from the Exeter environment they are well used to.

The Exonian Alumni-Faculty Archives Feature

By **AVEEN BURNEY and CAMILLA LOPEZ**

Each week, *The Exonian* features a current faculty member who attended the Academy and was featured in a published issue of the newspaper. This Alumni-Faculty Archives initiative aims to increase publicity and accessibility to our archives resource, as well as sharing stories of community members from their days as an Exeter student. To read more archives of the paper, visit the library page linked here.

9/21/23 Feature: William Rawson

From Volume CCLXXXIX, Number 5, 23 January 1971: RAWSON NAMED TO N.E. SOCCER TEAM

From Volume CCLXXX, Number 19, 5 June 1971: 1971 PRIZE DAYS AWARDS

Rawson wins the Yale Cup.

From Volume CXXI, Number 4, 31 January 2019: RAWSON APPOINTED AS 16TH PRINCIPAL

To read more about Principal Rawson's student life at the Academy, visit TheExonian.net.

10/5/23 Feature: Diana Davis

From Volume CXXVI, Number 24, 1 June 2003: DARING DIANA

Davis completes the Boston Marathon with French Instructor Katherine Fair.

From Volume CXXIV, Number 24, 1 June 2003: DIANA DAVIS' ODE TO THE HOME THAT IS EXETER

From Volume CXXX, Number 17, 1 June 2008: MATH INTERN DIANA DAVIS GOES BEYOND THE CALL OF DUTY

To read more about Dr. Davis' student life at the Academy, visit TheExonian.net.

10/26/23 Feature: Nicholas Unger

From Number 20, 23 October 1988: "SNOW ANGELS" ENTERTAINING

Unger participated in theater, frequently directing and acting. "Unger, too, was convincing in his role as John, a lonely man who comes to Connie and tries to make believe that she is actually his past love."

From Number 26, 18 November 1989: BOYS' VARSITY CROSS-COUNTRY TEAM LOOKS GOOD FOR NEXT YEAR

Co-captain of the boys team, Unger enjoyed competing in cross-country, and now coaches the same team he competed on as a student.

"Some of this unification can be attributed to the co-captains, Weiske and Unger, who took the races seriously, but helped to ease the tension with sudden renditions of the team song, 'Danke Schon.'"

From Number 11, 28 April 1990: CLASSICAL LANGUAGES PRIZES AWARDED

Throughout his time at Exeter, Unger was consistently one of the top students in both Latin and Greek. "The largest prize, \$1000, was awarded to Senior Nicholas Unger, who reached the level of 530 in Latin and 130 in Greek."

From Volume CXXXV, Number 20, 12 September 2013: THE UNGER GAMES

In Unger's Latin classes from 110 to 210, his students roleplay ancient Romans in a simplified version of the ancient Roman empire called the "Unger Games," in the process of learning

about Roman culture, history, mythology, and language. "Unger is a well-recognized figure on campus, known for his ceaseless passion for Latin and language and Roman culture, and love for running and support of the cross country team."

To read more about Magister Unger's student life at the Academy, visit TheExonian.net.

10/26/23 Feature: Brooks Moriarty

From Volume CVI, Number 17, 23 February 1985: NASHUA YMCA SINKS J.V. BOYS SWIMMING

Mr. Moriarty as a lower placed third, fourth, and fifth in the 500 yard freestyle! What a beast.

From Volume CIX, Number 16, 6 June 1987: PRIZE DAY

Mr. Moriarty won the

Fourth Award for Short Short Story. He's an English teacher for a reason!

"For someone from the midwest, this place opened up the world to me. Pre-internet, the only way other than reading a lot to really learn about the world and people outside of your community was to move and be in different places. So I feel very lucky to have had a chance to come to a place with kids from all over and to learn from what we shared and from differences. PEA opened up the world not just on campus but gave me a chance to do SYA in Spain. My to-be best friend also lived in Cilley and we went to Spain together. He was a lot braver than me and helped me take chances abroad to try new things and meet new people."

To read more about Moriarty's student life at the Academy, visit TheExonian.net.

Senior of the Week: Solu Ajene



Senior Solu Ajene grins before Phillips Hall.

By LUCY JUNG, LAUREN LEE, CHLOE LIND, and JADE YOO

Should you walk over to the athletic fields on a Wednesday afternoon, you'll see him competing in a boys varsity soccer game or track and field meet. On Sundays, you'll see him in the Forum, helping lead Exeter Business Club's meetings. On Thursday evenings, you will also see him actively participating in Black Students of Excellence (BSE) meetings. But his extracurricular pursuits aside, you will always see a remarkably resilient and kind individual. His name? Solu Ajene.

Senior Solu Ajene elaborated on his journey prior to Exeter. "I was born in Chicago, Illinois, but I have lived the longest in Lagos, Nigeria. Lagos is where I call home and is the place I identify the most with. Two of my parents are Nigerian, and I have a little brother who is a prep here," Ajene said.

Prep Kobi Ajene, S. Ajene's younger brother, had only positive things to say about him. K. Ajene's

favorite thing about his brother's personality was his "nonchalant attitude," and was very grateful to him for his constant "advice in life and school." He looks up to and admires his brother's maturity, and recalls good memories "playing soccer with him over summer." K. Ajene stated that his brother is very involved at school in "soccer and provides affinity spaces."

Among the many places S. Ajene calls home, he holds his dorm, Main Street, extremely close to heart. "I'm not a proctor, but the community at Main Street, from faculty to peers, has always magnified my love for the dorm. Dorm Screams and dorm traditions during my prep year really gave me the first real taste of the family I would come to love at Main Street," he said.

From the beginning of his time at Exeter, S. Ajene recognized the importance of the Main Street community — the guidance from seniors and dorm faculty aided him through "what was a big transition from middle school." S. Ajene learned a lot from his dormmates, and his newfound knowledge was not

limited to life advice or time management tips.

He recalled countless happy memories throughout his four years in the dorm, with one instance that stood out to him. One time, he recalled, a few seniors took indoor grilling too seriously, setting off the fire alarm. "I managed to sleep through the first ten minutes of the alarm," he chuckled, "forcing Vir, my dormate, to jump through my open window to wake me up." S. Ajene remains thankful for his friend's help on that day, and is also known throughout the dorm as someone that will make time to support those who need it. "He's a supportive dude. If you call him up and you need help with something academically or non-academically, he's always down that hill," senior Vir Shrestha said.

One of S. Ajene's big commitments on campus is his involvement as a member of the boys varsity soccer team. Prep Henry Park mentioned that S. Ajene is a great player who has an "amazing aura on the field." Prep Max Sahinoglu also agreed with Park about S. Ajene's skill in

the sport and added that "he's always persevering and trying his hardest, whether it's soccer or academics." Park added on to Sahinoglu's statement, stating, "his true leadership and heart motivates him in and out of soccer."

S. Ajene also brings energy and resilience to his work as a track captain. He can be counted on to perform at a high level both inside and outside of practice: "Solu is one of the most hardworking people on the track teams," senior and fellow track and field captain Anna Kim said. "He leads by example and

helps set the tone of each practice. He's someone that all event groups — sprints, distance, throws — respect and look up to."

Throughout his three years on the team, S. Ajene has put in every effort to help foster a supportive and resilient track community, modeling those principles through his dedication to the sport even after injury. "Even when he wasn't able to compete in the spring, he would come watch and support practices and meets," Kim added. "I think [that] really attests to his attitude and personality as a leader."

Outside of his involvement with athletics as a strong captain and dependable teammate, Ajene is also a loyal friend, a strong individual, and an academic weapon.

Senior and co-captain of the soccer team Jordan Adeyemi reflected on S. Ajene's presence outside of the soccer field. "I just really like how good of a listener he is. He always takes my advice; he's really good at receiving advice, and that's something I really like and appreciate about Solu. Being able to listen, especially to advice, that's a skill a lot of people don't have," Adeyemi said.

S. Ajene's longtime friend, senior Dubem Akunyili, added, "Solu's one of the most resilient guys I've met. When he faces adversity, he bounces back really quickly."

S. Ajene's advisor, Adam Hosmer, had similarly great things to say. "Although I have only known Solu for a short time in the capacity as his advisor, we have developed a camaraderie

and ease of conversation that would suggest a longer relationship. Solu is funny, honest, and works hard. I admire his ability to juggle the huge range of academic and extracurricular activities he takes on, and his resilience and positive outlook," Hosmer said.

Having come into Exeter as a prep, S. Ajene credited the Academy for helping him develop into his current self. "If I were to give one word for my Exeter experience, I would say transformative, simply because many people on this campus would not recognize my prep self, both appearance and personality-wise," S. Ajene explained.

"I used to spend much more time locked in my room, especially when online classes gave me an excuse to do so. I was very short compared to now, probably about 5'4, and didn't participate in clubs or sports other than club soccer. But going into sophomore year, I started exploring myself and the school more. Now, I rarely spend time inside my room and can be found loitering the halls, chilling in other people's rooms, the library on 2M, the track, the fields, the gym, Grill, or Clubroom B. I've widened the scope of Exeter from my dorm room and, simultaneously, widened my view of Exeter from my online world to the expansive student and faculty body there is here," he continued.

"Coming as far as I have in the last four years, I look back and realize how much Exeter has changed me. I wouldn't change my experience here for anything," S. Ajene concluded.

Austin DeSisto / *The Exonian*

Movie Review: Taylor Swift | The Eras Tour

By ALLEGRA LAI '25

"Taylor Swift | The Eras Tour" is a smash hit that shows the power of Taylor Swift, five-foot-ten in a sparkly bodysuit, commanding crowds of over 70,000 in SoFi Stadium in the past August's salt air. It spans over 17 years of music and encompasses ten different eras, a tribute to Swift's groundbreaking shifts from country to pop to alternative during her career. Along with fellow female-led powerhouses — Greta Gerwig's "Barbie" and Beyoncé's "Renaissance" tour, The Eras Tour has undoubtedly given the US economy a boost of girl power. Fans all over have passionately re-donned themselves in their concert outfits to watch the movie in cinemas, or in some cases, dressed up for the first time if they hadn't managed to grab tickets for 'The Great Ticketmaster War' last November. This is not your conventional Friday night movie experience — fans in cinemas are trading friendship

bracelets, fighting for the AMC Eras-themed merchandise, and singing the lyrics with such catharsis that it may rival the screams from the Halloween movies next door.

The movie starts as Swift appears in a sparkly bodysuit and opens the show with "Miss Americana and the Heartbreak Prince," kicking things off with the Lover era. Perhaps it is a nod to what Loverfest could've been before the pandemic forced Swift to call off her tour in 2019. She then transitions to the Fearless era, a throwback to her iconic 2008 hits, followed by the whimsical and witchy Evermore set. One of the highlights of the film is her performance of "Champagne Problems," a piano ballad with a heart-wrenching bridge that is followed by a long ovation from her fans.

Swift then jumped to the Reputation era with a series of hits from her comeback in 2016, including the infamous "Look What You Made Me Do." The film continues to the Speak

Now era and the Red era, which includes a stunning moment of fans captivated by Swift and her guitar as she cathartically belts "All Too Well (10 Minute Version)" from her rerecording of her album Red.

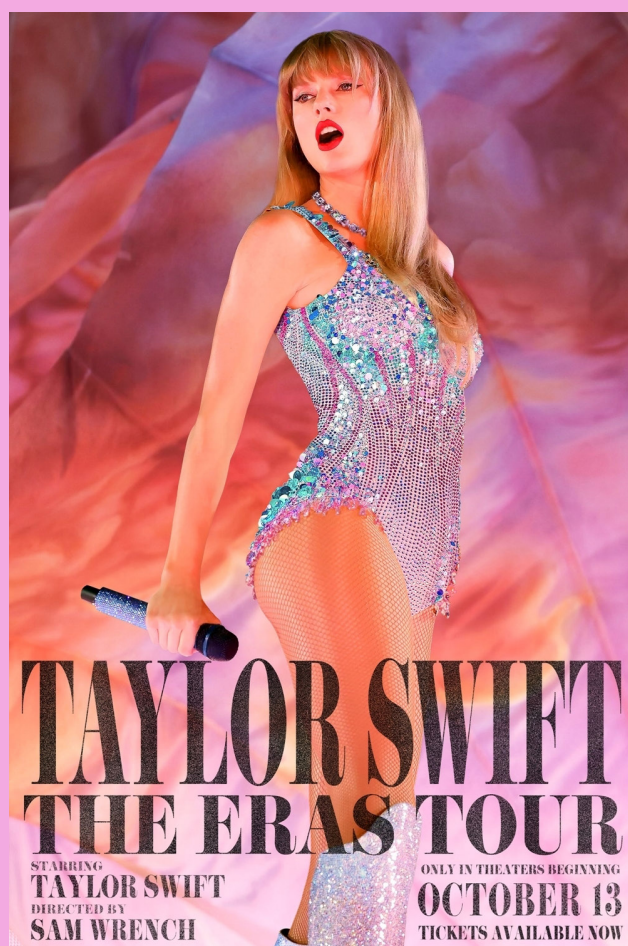
The Folklore set brings forth another tour movie highlight — "August" into "Illicit Affairs." As soon as the first notes of "Illicit Affairs" are heard, theater etiquette might as well have been forgotten as Swift stuns with her vocals. The energy is not lost in the 1989 era, where Swift belts her biggest hits from her 2014 trailblazer.

The movie reaches perhaps the most anticipated part of its two hours and 45 minutes — the acoustic set of two surprise songs. It is a pleasant surprise that Swift has chosen "Our Song" as her guitar song, a nod to her debut, and "You're On Your Own, Kid" as her piano song, which many consider a career highlight song. A stunted dive into the stage transitions the film into the last era, Midnights, and the show ends

flamboyantly with tinsel jackets, karma, and fireworks.

Swift struck a deal directly with AMC Cinemas, and their partnership was a snub to studios that did not offer deals that aligned with Swift. The alternative rollout has proved successful, as it quickly became the highest-grossing concert film of all time. Swift boldly made a few cuts to the tour setlist in her concert film. Among those, Long Live is one that stings the most. A song dedicated to her fans, to see her standing with her long-time band in her purple ball gown, koi-fish guitar slung over her shoulder on the big screen surely would not be a 'bathroom break song.'

This isn't Swift's first time releasing a concert film: most of her previous tours have had a succeeding documentary or concert movie. The 2011 camera quality of "Speak Now World Tour Live" and the awkward angle cuts and questionable



Promotional poster for Swift's Eras Tour.

Courtesy of UD Review

editing of "The 1989 World Tour Live" pale in comparison to this. In her 2020 documentary "Miss Americana," Swift candidly mentions that she felt as though "Lover" was one of her last chances at on-top-of-the-world success. Well, it seems that newly crowned billionaire Swift has nothing to worry about.

"Taylor Swift | The Eras Tour" provides

fans with a bejeweled time of dancing, screaming and reliving her groundbreaking tour from their recliner seats at the cinema. The streaked mascara, dehydrated, and hoarse voice aftermath of the concert film proves that it is not simply a movie — it is an experience. With her concert film, Swift leaves an indelible glittery mark on silly little teenage girl hearts all across the world.

Exonian Musicians Reflect on Fall Term Concerts

By **ETHAN DING, ERIN HAN, BELLA JIN, and FORREST ZENG**

This fall term, Exonians have participated enthusiastically in the flourishing music scene on campus.

Every year, when seniors graduate and new students enter, the musical scene at Exeter shifts. Exonians see novel performances in concerts such as the recent Exeter Association of Rock (EAR) Concert and the recent student showcase. In addition to these events, the Music Department has been hosting workshops with famous artists, such as Julian Lage, a renowned American guitarist and composer.

Exonians participate in the many music ensembles on campus. Whether it be orchestra, chamber music, choir, jazz, or rock, Exonians identify themselves with the music that they make.

For senior Nupur Malhotra who is a member of the Concert Choir, music has been a constant source of enjoyment during her time at Exeter. She has taken voice lessons, and has been singing with the choir since her prep year.

“I started singing when I was kid, and since then it’s always been something that I’ve loved. When I arrived at Exeter, I immediately knew that I wanted to continue singing here,” Malhotra said. “In the beginning, I was really interested in trying out other kinds of music as well. I decided to take guitar lessons for a year, and when I discovered that I really enjoyed singing and that I wanted to focus on it more, I switched to voice lessons. I think the way that music is offered at Exeter really broadened my horizons and helped me figure out what I was most passionate about.”

Singing is special to Malhotra for a variety of reasons. One of which, she says, is how it offers her a time to catch her breath when things get busy. “Something quite prevalent at Exeter is just how exhausted people are. We’re overworked and overwhelmed and music can be a source of energy for a lot of people,” Malhotra said. “For me, singing in choir is a time when I can relax and recharge. A lot of people who I sing with come into

that space just being so tired, sometimes either coming from a test, or having to go to a test afterwards. We’re also physically exhausted from having to run from one corner of campus to another. Choir has been such a lovely place with so many great people. With singing, we can connect with each other in a way that’s so different from how we would at any other place on campus.”

The Concert Choir goes on tour every two years, and Malhotra fondly remembers her experience on tour to Puerto Rico last spring. “One really special experience I’ve had with the Choir was when we went on tour. Tour being a time and place specifically dedicated to making music meant that I was in an environment with Exonians, but without the stresses of Exeter,” Malhotra said. “Making music together there, I saw whole other sides of these brilliant, talented people; they could just be themselves. We put our whole selves into our music making, and the result was a very successful tour.”

Upper Hemani Stallard also sings in the Concert Choir, and she agreed that singing provides a chance to catch her breath during the day. “I enjoy participating in my ensemble because I feel that in our packed schedules everyday, it’s really nice to have an hour dedicated just to singing,” Stallard said. “It’s also a lot of fun to be around students that enjoy singing just as much as I do. As opposed to being stressed about grades and tests, we can have fun and be relaxed in choir, which is something I really appreciate.”

Lower Tristan Price has also been involved with music since he was very young, and on campus he plays in the Symphony Orchestra, Chamber Orchestra, and plays in various chamber music groups. “When I came to Exeter, I wanted to join the orchestras because I wanted the experience of making music with other people. I’ve gotten to know a lot of people really well through orchestra, and I’ve made a lot of friends by making music with them. I really enjoy playing music with a community of people that also like music, and orchestra is the place to do that,” Price said.

For Price, every rehearsal

comes with a memorable moment. Price believes that even small things can go a great length when it comes to having fun during the day. “I always think it’s funny when our conductor will drop the baton, or snap at us to quiet down, or other little things like that. There are also times when I’ll be having a good time with my section in the orchestra. One time when I was playing with another one of the percussionists, we decided to switch instruments which was fun,” Price said. “Making these memories really comes down to being a part of this community and making great music together.”

On Oct. 21, the Exeter Association of Rock (EAR) hosted an indoor concert that was well received by students.

“We started planning in September. Our concerts typically follow a similar planning to our outreach on club night,” senior and EAR co-head Ayaan Akhtar said. “We had a lot of new people sign up, and we did auditions.”

Will Simpson, another senior and EAR co-head, explained the planning process similarly, “The majority of the planning fell into two camps — there was the student activities portion, which was the logistical, sort of finding a space where it’s gonna happen, finding a day where there aren’t other things going on, and then making sure that all of that gets cleared with student activities and with the Music Department,” he continued, “and then we had the portion where we’re actually trying to put together bands and have them rehearse pieces and hold auditions for them.”

The concert included performances from both individuals and groups.

“We had a band that was made completely of five preps. In my time here I have never seen a band of all preps, which is super exciting to see,” Akhtar said. “It’s nice seeing younger people come out and play. It kind of gave me hope for the future of the club.”

Simpson also spoke about what the concert meant to him as a senior that had been involved with EAR for the past several years, “The concert was definitely memorable. It’s memorable for me personally, as it’s kind of the first of the lasts. It’s

the last fall term concert that I’ll do for EAR, and so there’s sentimentality in that regard.”

Selected students participated in musical workshops with visiting guitarist Julian Lage. Students described Lage as a creative and novel player.

Akhtar said, “I was super excited to find out he was coming to campus. He’s a very creative player. He utilizes the instrument in a way that’s just so unique. In our lessons, he didn’t emphasize technique, but more about letting your mind guide your hands.”

Another concert held recently was the student soloist concert on Oct. 20. In order to showcase the full extent of their learning, students all practiced diligently and put a lot of thought into deciding the musical piece they were going to perform. Some students decided to break from their comfort zone and explore new pieces that are completely different from what they usually perform.

Malhotra decided on a jazz piece that she had previously learned but hadn’t gotten a chance to perform: “Much of my training has been in classical music, and it’s a completely different experience doing jazz. In jazz, there’s a lot of improvisation and so you’re putting a lot more of yourself into it,” Malhotra said. “It’s like you are your own composer, coming up with what you’re singing at the moment, which I find very fun. I’ve listened to a lot of different singers who recorded this piece, and through that I’ve been able to find my own interpretation.”

Like Malhotra, Price decided to pick a contemporary piece in contrast to his usual practices of classical music. “I played a piece by a composer named James McCoy. He was my father’s first composition teacher, and he wrote this piece in the ‘80s. It’s a very contemporary piece,” Price said. “There are no measure numbers, there are no bar lines or anything. You start a stopwatch and you go based on the time. Everything together, it’s a very beautiful piece.”

When asked why they wanted to participate in the concert, performers responded by saying that it was a great way for them to gain experience outside their



usual

practices.

“Later in the year I want to perform in the concerto competition, and the soloist concert felt like a great way to kind of start performing in front of bigger audiences,” upper Bryan Chen said. “I practice so that nothing goes wrong, but sometimes I get nervous. Thankfully, I practiced so much that I felt pretty confident.”

To them, their hard work paid off. Reflecting back on their performances, the soloists were satisfied with how it turned out.

“I was very happy about how my performance went. Although I don’t think it was necessarily the best concert I’ve ever played, it was one of my favorites,” Price said. “I had a lot of fun and that’s the main thing for me. I’m definitely going to want to play in another showcase concert.”

“Performing is super fun and there are always ways to find more enjoyment in performance, and improve. Singing was a great experience. Just because you get to see how it feels to actually, you know, sing in front of others instead of singing by yourself in a practice room. I was using a microphone in the performance and I hadn’t really used a mic before. So that’s something I definitely could’ve done better on,” Malhotra said.

Chen agreed by stating that the experience to him was “very valuable.”

“I think that all people should try it with me. It really helps. Well, I guess it’s just fun. I mean, you get to show off a little and you know, you repeat that. People should definitely perform because it makes them feel good, and helps them feel more confident in themselves. And also, it’s just fun to show off a little bit,” he concluded.

Amidst heavy workloads, various clubs, and packed

schedules, many Exonians make the choice to be involved with music. For many of these Exonians, music is much more than just another activity or hobby, it is one of their core passions that drive a significant part of their lives.

Price commented on the joy he felt when performing in the student showcase concert and on what he hoped to bring to the audience. “I’ve realized recently that if you’re on stage playing music and not worrying about getting everything absolutely correct, and if you just go up there and enjoy playing music because it’s something that you love doing, then you can have a big effect on the audience, no matter what the piece is, because they pick up on your passion.”

Performing and working with others within a group was another valuable aspect of music-making that students mentioned. Akhtar described the Jazz band, “The energy in that group is something really special. Mr. Rabb is a phenomenal director — he keeps our energy high and keeps us laughing all the time, [and so] even when we’re working through challenging parts as a band, we’re always laughing through it,” he added, “And it’s just like, I lose a free block, but it doesn’t feel like I’m losing a free block, you know? Because I’m doing something I love.”

Students finished off by speaking about why they admired their specific artistic medium. Malhotra shared her thoughts on the voice, “Your voice as an instrument is very personal, and as a result very dynamic. What you eat affects your voice, how much you’ve slept affects it, how you’re feeling that day. If you try to sing after having a bad day, it’ll show up. Singing is putting a part of yourself ‘out there,’ but our community is so supportive, and you know that they will support you no matter what,” Malhotra concluded.

Through the Eyes of History: The Robert Bates Room

By **LILY RAMPE ’26**

Walking into the Class of 1945 Library, one is overwhelmed with the sheer amount of books. Portraits hang on the walls and shelves are full of all types of literature that span topics from European History to fantasy books. It is hard to discover everything in the nine-story building, but if you climb up the steep spiral stairs to floor 2M, you will see a small room facing the McConnell Quad. This room is dedicated to Robert Hick Bates and the audacious life he lived.

Bates, a member of Exeter’s class of 1929, spent his life traveling between the Academy and the mountains. Born in 1911, he was originally from Philadelphia, Pennsylvania and attended the Academy as a new Upper. At Exeter, Bates participated in the Boxing Club, Christian Fraternity, Historical Society and the football and tennis

teams. After graduating from Exeter, Bates went on to attend Harvard University, where he found his love for mountaineering in the Harvard Mountaineering Club.

Bates gained his experience in climbing by summiting many peaks in the Tetons and St. Elias Regions. Soon following college, Bates took part in the first American expedition to K2, the second highest mountain on Earth located in the Himalayas. The expedition took place in 1938, with the goal of surveying the mountain and finding the best way to the summit for a later expedition in 1939. Six men, including Bates, with the help of six Sherpa porters, set up base camp at an altitude of 16,600 feet. From there, they explored different avenues to the summit, facing bad weather and challenging climbing terrains. After successfully climbing 25,600 feet of

K2, the team could see the summit in the distance, but were running out of supplies and forced to turn around. They did, however, complete their mission, finding a way they believed would work for the future expedition.

In 1939, Bates returned to Exeter as an English instructor until 1976. In addition to being a beloved teacher, he served as the faculty advisor of the Lantern Club and Mountaineering Club. Through the Mountaineering Club, Bates organized trips to the White Mountains in New Hampshire, fostering the skills of climbers of all levels.

Bates took a leave of absence from teaching during 1942-1946 for War Service. During his War Service, Bates used his expertise in mountaineering to help the US Military test and develop climbing gear. He also organized a US Army expedition to Denali, Alaska. Bates assisted the

postwar advancement of climbing gear, helping other talented climbers summit new mountains.

After his leave of absence, Bates left the Academy again in 1953 to take part in another American expedition of K2. This time, Bates was part of an eight-man team, of which one of the members was on the previous expedition with him. All members of the expedition team hoped to reach the summit. This expedition, however, ended in tragedy. Arthur Gilkey, one of the members, suffered from thrombophlebitis at 25,500 feet elevation. The team scrambled to find the safest and quickest way down, but faced avalanches and bad weather. Gilkey has been swept away in an avalanche, leaving the rest of the team physically, mentally and emotionally exhausted.

As Bates continued to teach at Exeter, he kept his love of mountaineering by remaining in the

mountaineering community outside of Exeter. He served as the President of the American Alpine Club and assistant editor of the American Alpine Journal. He also was the Assistant Director of the Outward Bound program in 1966, sharing his love of mountaineering with teenagers and young adults. Additionally, Bates established and directed the first Peace Corp program in Nepal in 1962 and authored and co-authored many books about his expeditions.

Throughout his retirement, Bates continued to return to and speak at the Academy, inspiring students, faculty, and alumni with his adventurous mountaineering stories.

After Bates died in September of 2007, his wife, Gail Bates was the one to propose the idea of dedicating a room at the Academy to him at a place where he had spent so much time. The purpose of the room is to “honor Bob’s

passion for, and foster interest in alpine mountaineering and the environment,” the Deed of Gift for the Robert H. Bates Room said. The Robert Hicks Bates Mountaineering Library Endowment Fund was also established in December 2007 to further help fund the room.

With the generous donations of numerous donors, the Robert H. Bates Room was created. It is full of artifacts from Bates’s expeditions, maps, photos and literature discussing mountaineering. Part of the Robert H. Bates ’29 Mountaineering Collection is also stored in this room, consisting of over eighty books.

Leaving a lasting impression on both the mountaineering and Exeter community, the Bates Room honors him and his memory for future generations of Exonians to discover and be inspired by.

Faculty of the Week: Thomas Simpson



Instructor Thomas Simpson smiles in front of fall foliage on the Library Lawn.

Bianka Laufer / *The Exonian*

By KAI GOWDA, ELAINE QIAO, and JANIBEK SUBKHANBERDIN

A staple in the Religion Department, a caring dorm faculty for Williams House, a vibrant coach for the baseball team, and a stellar alto saxophonist in Pep Band, Instructor in Religion Thomas Simpson is a shining presence all across campus.

Simpson has taught at the Academy for over fifteen years. He is a dynamic teacher, having taught a plethora of religion courses, including *The Holocaust*, *The Hebrew Bible*, *Islam*, *Religion and Popular Culture*, *Religious Traditions in the United States*, *Existentialism*, *Silicon Valley Ethics*, *Global Ethics*, *Human Rights* and more. He is a dorm faculty for Williams House, one of the all-gender dorms on campus, and an energetic baseball

coach in the spring. His two sons, Blake Simpson '23 and senior Will Simpson, are former and current Exonians.

Before his employment at Exeter in 2008, Simpson was a professor at a small college in Wisconsin, which he loved. However, this position caused difficulties. “My commute took me away from home for long hours when Blake was only three and Will was only one. We were sleep-deprived, lonely, far from extended family, and trying to buy a house was proving to be prohibitively expensive,” Simpson explained.

“We were desperate to come back east, closer to home, and to have a life that allowed us to be together more in the formative years of Blake and Will’s childhoods. A close friend of mine who teaches and coaches at an independent school suggested that I

look for jobs outside higher education, especially because I love teaching and coaching. That’s how I found Exeter,” Simpson continued.

Simpson and his family lived in Ewald Dormitory from 2015–2021. In 2021, they moved into post-dorm housing and Simpson has been a part of the dorm faculty at Williams House since. “My work with Williams House, an all-gender dorm, means the world to me, especially since homophobia, queerphobia, and transphobia were such a toxic and dehumanizing part of the schoolyard and sports cultures I grew up in,” Simpson said.

Residents of William House speak nothing but highly of Simpson. “He definitely cares about his students,” lower Charlie Vance said. “He’s very chill but assigns a lot of reading. He is empathetic,

open and calm. He’s also very understanding if we have something that keeps us up and we get in a minute or so late. He always checks in on us and how we’re doing. He is fun, knows a lot of cool things and has been a good listener many times for me.”

Co-dorm faculty and Instructor in Dance Samm Wesler shared, “Dr. Simpson would write the most beautiful, eloquent, and funny emails to let Will House know when he was on duty!”

Lower and resident of Williams House Tristan Price describes Simpson as “Chill, funny, kind.”

“He has always been very understanding and kind when on duty and is always laughing at my jokes. I remember hanging out with him in the common room, listening to the best music and just vibing,” Price said.

When describing their experiences with Simpson, colleagues bring up his thoughtful and helpful character. For some, Simpson has been a warm presence and dear friend since their arrival to Exeter. Instructor in English Willie Perdomo fondly remembers how welcoming Simpson and his family were when Perdomo and his wife first arrived in Exeter almost 11 years ago. Since then, Perdomo has recognized Simpson as a cherished colleague, describing him as “always willing to collaborate, enhance,

“We will continue to have an incremental, age-appropriate approach to homework, on students needing to shift to and from athletics and ends academic classes significantly before 6 p.m.”

converse, question and innovate.”

In Simpson’s own department, Instructor in Religion Kaitlyn Martin Fox remarks, “He is never shy about expressing his care and appreciation for others.”

Simpson’s warmth on campus is unmistakable. Faculty across multiple departments think highly of him and see him as a genuine friend. Instructor in Health Brandon Thomas, for example, remarks, “His ability to listen stands out. I just think his kids are a testament to how great he is. They are both super level-headed, down-to-earth, and really funny. That’s precisely how I’d describe Dr. Simpson.” Both also have a shared love of hip-hop and vinyl collections.

Simpson is heavily involved in humanitarian and social causes both

on and off campus. Some of his fondest memories include traveling with students to Alabama last spring for a study tour focused on racial justice and when he hosted John Forté, Carlton Mackey and Bryan Stevenson for Martin Luther King Jr. Day.

Simpson is also deeply invested in humanitarian efforts in Bosnia, having hosted colleagues from the affected area for events related to genocide prevention. Among his most important memories in his time here is working with his human rights students to offer messages of support to refugees facing hostile pushbacks at the Croatian border. Simpson has written multiple works on the subject: described by Perdomo, “His written reflections on Bosnia are fantastic.”

“You see a humanitarian lens at work in his writing and his teaching,” Perdomo continued. “You sense the work of an ethicist who understands that there are no easy answers and that, ultimately, our struggle to find truth gives our lives meaning.”

Simpson concluded by reflecting on the ways he has evolved at Exeter. “I’ve seen so much in my fifteen-plus years here. There’s been mass violence in so many places that have been home to me: places like Charlottesville, Atlanta, Kenosha, and Buffalo. My mom died unexpectedly in the spring of 2015, and I was diagnosed with cancer in 2020, not long after the start of the pandemic... Through it all, I think that my heart has grown, along with my sense that life really is short. Most of all, I hope that I have grown in wisdom and compassion in ways that my students, players, and colleagues can perceive,” Simpson said.

Book Review: Brendan Shay Basham

By ANNA BYUN and JINMIN LEE

On Friday, Oct. 20, Brendan Shay Basham, poet and author of “Swim Home to the Vanished,” visited the Academy’s campus. He spoke to all students and faculty about his newest book and his journey as a writer and afterward held a Q&A lunch in the Elting Room. Basham was also available to readers the previous night at Water Street Bookstore, just steps away from Exeter’s campus.

Basham’s work has appeared in *Puerto del Sol*, *Santa Fe Literary Review*, *Yellow Medicine Review* and *Juked*, among other publications. He is a recipient of Poetry Northwest’s inaugural James Welch Prize for Indigenous Writers and a recipient of fellowships from the Truman Capote Trust, Writing By Writers and Tin House. Currently, Basham is a fiction faculty member at the University of Nevada, Reno Lake Tahoe’s Creative Writing Master of Fine Arts Program.

Over the first few weeks of the fall term, students in lower, upper and senior English classes gathered around the Harkness table to discuss Basham’s newest book, “Swim Home to the Vanished,” published in

August 2023. In the book, Damien, a young man, grapples with the loss of his younger brother Kai. Throughout his journey, he discovers the process of overcoming grief and persevering despite the unbearable heartache from the loss of a family member.

Furthermore, Basham alludes to stories of the Navajo Nation, a Native American people of the Southwest. He weaves in the unfaltering burden felt by generations from the forced removal of the Navajo — and thus his ancestors — from their land. Otherwise known as the Long Walk, Basham uses the loss experienced by his ancestors to explore the human capacity for grief and perseverance and the long-term effects such nostalgia has on one’s spirit.

In “Swim Home to the Vanished,” Damien, a restaurant chef wracked by grief at the unexpected loss of his brother and the disappearance of his parents, quits his job and wanders on a journey that will transport him to a place even more distraught than the one he lives in now. He aimlessly travels through the mountains and arrives at a mystical sea village, where he throws himself into the ever-changing dynamic of three women — Ana María and her two daughters,

Paola and Marta. Damien shows up while the village — and family — grieve the loss of their beloved friend, daughter, and sibling, Carla.

Though supposed to be a time of support and love, he soon finds himself in the crossfire of the sister’s accusations, painting their mother as Carla’s murderer. Damien falls under Ana María’s charismatic spell and doubts that such a generous woman would ever do something like that. Subsequently, Marta attempts to manipulate him into her scheme against her despised mother, who, though feared by the village, is well-respected due to her ability to maintain the fish supply in the waters. The fight between the three women reflects in a growing hurricane that threatens to wipe the whole village out to sea.

Speaking in front of the Academy’s nearly 1,200 students, Basham put forth his mindset that, in life, people are always revisiting and reshaping their narratives. He claimed that life is like a large body of water that people must reshape but never attempt to control. This stance fits in with this viewpoint on grief because, in the story, Marta’s manipulative and controlling way of dealing with her sorrows led to the destruction of her family

and village. This contrasts how Basham presented Damien’s comparatively neutral stance on grief in a positive light.

Within the Academy community, students shared contrasting responses regarding whether they would have continued the book if it was not assigned. Most agreed it was a challenging read. Lower Olivia Zhang shared “If you had asked me this within the first five chapters I would have said no. However, I ended up becoming really engaged in the plot, and definitely would have continued.”

Similarly, upper Hazel Mutindwa added “I wouldn’t have continued ‘Swim Home to the Vanished,’ though as [my class] read on, our Harkness conversations opened up the book in a way it wouldn’t have if I read by myself. My class brought in so many different perspectives and viewpoints, so though [the book] was a challenge, the many ideas kept me engaged.”

While some students fell in love with the book, others shared a very different experience. “I probably would not have continued the book,” upper Charles Clavel said. “I felt that some of the ideas and metaphors were too far-fetched, so it was difficult to follow.”

Many students felt that “Swim Home to the Vanished” did not put forth a clear-cut plot. This vagueness presented an opportunity for students to interpret the text in different ways.

Upper Laura Saldarriaga said, “Although this book was very challenging, we really grew as readers in this class” because it encouraged students “to look past the logical Exeter part of [the] brain and start to think of the text through a different lens.” Saldarriaga liked that “In [her] class, [students] talked about [their] relationship with the text.”

“The symbolism was not rigid but instead for the reader to interpret and use in constructing the story,” upper Dhruv Reddy said. The slightly vague plot and symbolism helped to create a more personal connection with the book.

Clavel concurred, saying, “I think that having such a confusing book with so many symbols and metaphors made Harkness discussions much more interesting and fruitful.”

Mutindwa also shared this appreciation for close reading, saying that, “[The book] really forced me to think about every single word.”

Looking forward, many students voiced their

thoughts on whether the book should be taught again next year. Some students encouraged the English Department to teach this book again in the following years but only if Basham could visit again. Readers agreed that the experience only felt complete with Basham’s speech and Q&A session.

“I think it was very valuable that Basham was able to come, and that we were able to ask him questions,” said Saldarriaga.

Reddy, who attended the session at the Elting Room and “asked a question about the relevance of bees in his story,” was also able to confirm his own interpretations of the book by talking directly with Basham.

Saldarriaga concluded with whether she personally would recommend the book. “I’m not sure. I think it’s a pretty good book, and there’s definitely a lot to unpack and to discuss. I definitely developed skills in Harkness that I didn’t have before, since it was so different from other books we’d discussed in my other classes. However, I think it was very valuable that Shay Basham was able to come, and that we were able to ask him questions. It’s an experience I would definitely recommend,” she said.

Political Classrooms

By ANDREW BOOVA '26

Why do classrooms have political statements plastered on the walls? Why does the backdrop of a Calculus class need to have a "Be anti-racist" poster? This opinion piece will focus on the central point of these political banners and the intended vs. unintended consequences of their presence.

Why are certain posters unintentionally political?

When I walked into math, I expected the room to be decked out in math posters and fancy theorems written on whiteboards. Instead, the first thing I noticed was a poster stating "Black Lives Matter" (BLM). At the bottom in italics, it also said that it was paid for by the Black Lives Matter group. Is this statement inherently political? No. I have never personally encountered someone who genuinely thought contrary to this statement. What I have seen, however, is the weaponization of this phrase to push for political agendas far removed from the basic statement that the lives of Black people matter. The founders of the Black Lives Matter "non-profit" group have openly supported radical political slogans and ideas such as abolishing capitalism and abolishing all police and prisons. This clearly demonstrates a far-left political agenda that creates an unfriendly environment to moderate students. Another common sight in classrooms at Exeter is the LGBT flag. I bear no personal bias against people's choices, but like BLM posters, the flag is often politically weaponized, overshadowing the individuals it represents. On Nov. 19, 2022, a gunman entered a gay nightclub and opened fire. The media framed the issue quite partisanly, saying that if you didn't support gun control, you were somehow homophobic. I don't believe the two issues are linked in any real way. I will also add that the rainbow symbology was adopted from its first biblical use after the "Noah's Ark" story. This is a key point for the rest of the article; the BLM poster and LGBT flag don't represent only the original demographic, but many other associated left-wing ideas.

Why do we have these posters/flags?

There are a variety

of reasons why a faculty member may choose to hang a political poster on the wall, many of these being reasons I agree with. The most obvious motive would be to create an "inclusive" environment. I personally define inclusiveness as everyone, no matter their background or identity, having an equal share in the space, whether it be a classroom or a public area. Another reason these posters may be hung is to make people feel accepted. In the United States, we have a list of bedrock principles known as the Bill of Rights. The First Amendment outlines the right to freedom of speech. This year, the Supreme Court reinforced the ban on compelled speech in the case 303 Creative LLC v. Elenis, a now-famous case about a Christian wedding website designer who refused to make a website for a gay couple due to religious beliefs. While these posters don't necessarily violate this, they create a culture where dissenting views are socially discouraged, effectively pressuring speech. That is completely un-American.

The third reason for which I believe the posters are hung is to promote progressive ideas. I completely disagree with this effort. Inclusiveness and acceptance in principle are good, but schools don't serve the purpose of indoctrination. A faculty member overtly promoting ideas that are not universally agreed upon can be dangerous in a classroom setting, especially a Harkness classroom. While the teacher has the right to decorate the classroom how they want, it is important to recognize that students must participate in a Harkness discussion in that environment. I believe that no political angle should dominate a classroom based on the free exchange of ideas.

Do the posters achieve their goals?

Do the flags make every group feel included and accepted? Do they successfully promote progressive ideas? If the answer to those questions is yes, then they achieve their goals. So let's answer them.

Do these flags really make people feel included? From my own personal experience, the answer is no. I am a Jew, and in the 2022-23 school year, I saw a plethora of messages supporting Jews on walls around the school. There

are two reasons I didn't feel supported by these. These posters were hanging only while people like Kanye West and Roger Waters were espousing radical anti-semitic ideas. A month later, the posters were all gone. Does anti-semitism only matter when it's in the news cycle? That isn't real support if so. I also didn't personally know anyone who hung the posters. A more personal message goes a long way compared to a poster hanging on a wall. Did the people who put them up actually care about Jews, or were they just virtue-signaling I wondered? Well, now I have an answer. In the aftermath of 1500 innocent Jews being slaughtered in Israel, exactly zero signs popped up around campus in support of the Jewish community. It's as if we were used to demonstrating fealty to a progressive agenda, and sadly, innocent Jews don't fall under that umbrella.

These posters succeed in promoting progressive ideas. Progressivism is often defined in simplest terms as making certain social change and progress. In 2023, LGBT, anti-law enforcement, and socialist causes often fall under the progressive umbrella. These are all posters I have seen around campus, contributing to the undeniable left-leaning social dynamic at Exeter.

While these flags do promote progressive ideals, not everyone feels accepted and included, which, to answer this section's broad question, would mean the posters/flags do not succeed in their goals.

What are the unintended effects?

1: Harkness censorship: The Harkness pedagogy is built upon the ability of students to freely express their beliefs on various topics, some being highly controversial. If a pride flag is hung in a religion class, for example, it would create pressure on many religious students who feel as if they can't express beliefs contrary to the ideas expressed by and associated with the flag. Imagine if a religion teacher put up a statement saying "Abortion is murder." This message would certainly not be allowed to remain on the walls, yet a pride flag is allowed. This is especially an issue when Harkness contributions are a crucial part of one's grade. How is that fair to students in the ideological minority?

2: Social censorship



where mainstream ideas are shouted down as racist, sexist, etc: I have been called basically every -ism and -ist there is since arriving at Exeter for beliefs that significant portions of America outside the Northeast agree with. This isn't just something that has happened to me. The majority of people I know on campus, even many liberals and progressives, have at some point been literally or figuratively shouted down for reasonable opinions. As Governors Sununu and Lamont said, the biggest issue in our nation today is a lack of respectful political dialogue because everyone sees the other side(s) as villains who must be defeated. When only one portion of the political spectrum is represented in campus posters and assembly speakers, it drives the notion that there is a correct set of ideas and anyone else must be shut down.

3: Right-leaning students not feeling accepted: As mentioned, almost every single political poster/flag is left-leaning. Socially right-leaning students such as myself are directly affected by that almost daily in Harkness classes and around campus. Many conversations about seemingly harmless topics such as sports or books frequently devolve into a political argument that leaves at least one side feeling bad. This disproportionately hurts right-wing students who are

in the minority at Exeter. If we are to fix the political discourse, this trend cannot continue.

How can we actually make Exeter more inclusive?

As I have said, I completely agree with the idea of making Exeter an inclusive space. However, I am not referring to immutable characteristics which often assume the spotlight. Ideological diversity is paramount at a school where learning is based upon an unadulterated free exchange of ideas. So how do we elevate ideas above identity? A good start would be removing political messages from classrooms. Every room should represent an unbiased space where everyone's opinions are equally valuable. Can that happen when only one opinion is represented? Short answer: No.

The Phillips Exeter Academy website states:

"Unite goodness and knowledge and inspire youth from every quarter to lead purposeful lives." (PEA mission since 2020)

Do we mean all knowledge, or just what's accepted by the majority? If we truly want equality of ideas, we need to live up to the mission statement and show the student body that no idea has more inherent value than another.

My second idea is to create a new political club where all ideas are

Courtesy of Wikipedia

represented. I have attended both the Republican and Democratic clubs and there are times when it becomes a group of 10 or so people all agreeing with no productive dialogue. This often occurs since a conservative at the Democratic Club or a liberal at the Republican Club doesn't feel as if their ideas would be accepted. The new club would have no learning and all ideas would be encouraged. The kind of tribal thinking becoming increasingly more prominent in the United States is a poison in our society, and we have to fight to keep that from happening at Exeter.

I believe that the main reason people don't speak up is that they don't believe their ideas are valued. This could be due to being in the minority or an environment that is seemingly against them, which has been created by a constant stream of certain ideas with no dialogue. There is a clear bias in our classrooms against certain ideological groups, and that simply cannot be allowed to exist during a Harkness discussion. The environment shouldn't lean politically left just as much as it shouldn't lean right. If we know this problem is being caused, *why do we have political slogans anywhere at Exeter?*

Is the Pandemic Still Real?

By ALBERT ZHU '26

For over two years, the world lived in fear of one word: positive. If you were positive, you had to isolate yourself. If you were positive, you couldn't see anyone except through a call. Additionally, even if you were completely asymptomatic, as soon as the test result came back positive, there would always be that lingering fear: maybe this disease would take you away from this world prematurely. As of Oct. 2023, this disease has taken almost seven

million lives globally (ncov2019.live). Even though the virus itself does not cause as much fear, the cultural effects are prevalent still today.

What is the first thing that you think of when someone is coughing and sneezing? Before the pandemic, it was probably just that this person had been irritated. Maybe if someone sneezes three to four times at once, then you start to get a little worried. But it was just part of life! It happens! Now, after the pandemic when every single flu-like symptom is scrutinized, excessive sneezing gets

you a COVID test. It's probably nothing. But that fear still remains.

Another thing that changed during the pandemic was our education. During that two-year stretch, remote learning became the new norm, and digital aspects of education were fast-tracked into our schools, serving as a tool for teachers to more easily connect with their students. The effect of that is still clearly highlighted in the increased use of digital websites for assignments and even to take tests. The fact that schools are still fine-

tuning their strategies for a post-pandemic world underscores the ongoing relevance of the pandemic's impact on education.

Transitioning into any sort of normalcy after the pandemic proved to be a long endeavor. Masking became the norm, and for the longest time, that was what was expected. If you didn't wear a mask, you were shunned, blasted for failure to protect others. There were even entire groups of people dedicated to attempting to prove that masking was unnecessary, because of the inconvenience. The government needed to step in, enforcing mask mandates in some

locations, and even PEA joining the fun with their own mask mandate. After the removal of mask mandates, the sight of one became something that would elicit a sense of uneasiness. As said previously, a simple cough can attract skeptical viewership and a feeling of anxiety as you wonder whether or not you have been infected. Some people tended to be more cautious, keeping masks on even after the requirement had subsided. Even now, people still rush to put on masks after any prolonged sneezing fit.

The pandemic is still very much a reality, even as we have returned to a

semblance of normalcy. However, it's important to acknowledge that it's not all negative. While the pandemic exposed our vulnerabilities, it also showcased our resilience and adaptability. The lessons learned from this crisis will shape a more prepared future. People have started to become more cautious and aware of previously considered "mild" illnesses, such as the flu or the common cold. Cleanliness became and still is a top priority. The pandemic has had many effects still seen today, and a lot of them may be for the better.

Caught in the Crossfire: Civilians in Israel and Palestine



By AUSTIN DESISTO '24

Disclaimer: This article aims at providing an understanding of a recent conflict in the Israel/Palestine region and focuses on the humanitarian crisis that is rapidly escalating as a result.

From when you enter class to when you exit 50 minutes later, an unquantifiable number of posts bleed through the Internet reporting rocket fire, iron dome intercepts, and a rising death toll, which is now at XXXXX. During my first class on the morning of Oct. 23, as I pull out my phone to check the time, a notification from X (formerly Twitter) from FOX News field reporter Trey Yingst states, “Gaza death toll at more than 4,700 people.” Just two days prior, a similar tweet by Yingst read, “... death toll now at 4,469 people.” This was an increase of 300 deaths over just 48 hours. Important to note is that this death toll is only within the Gaza Strip, a small section occupied by Israel.

The point is, virtually nobody can go more than

an hour without hearing of the increasing losses and hardships of life in a small corner of our Earth. Yet, the political discussion, measly statements from world leaders, the trending of “WWIII” on X, and a threat of escalation become the talking point. Whether one is Christian, Jewish, Muslim, non-religious, et cetera, it is impossible to ignore the rapidly escalating humanitarian crisis that has ensued as a result of a displacement, rooted back decades to the end of WWII, that has resulted in hundreds of thousands of casualties. People from all corners of the Earth are being killed by people in their own backyard, begging the questions: Why are so many humans losing their lives and how does it stop?

In order to understand the region, we must first look at the areas where conflict is occurring. To keep things simple, I will not mention the decades-long history of Israel and Palestine, but instead take a look at how things are today. While war is occurring across Israel and the surrounding area, there are two main hot

spots: northern Israel and southern Israel. In the north is Hezbollah, a group located in Lebanon that acts as both a Shiite Muslim political party and a militant group (Council on Foreign Relations). In the south is Hamas, an Islamist militant movement and one of the Palestinian territories’ two major political parties (Council on Foreign Relations).

Although the politics behind the war are debatable and filled with protest, there is an undeniable fact that humans from around the region and those visiting from across the globe are being kidnapped, killed, injured, and deprived of resources. Civilians living in Israel, the West Bank, Gaza, and many other areas have been injured and killed.

Gaza is only a small territory of about 139 square miles (360 square kilometers), yet it is occupied by around two million people. Around 80 percent of current civilians living in Gaza are considered refugees by international law (Council on Foreign Relations) due to the fact that they have been displaced from their original homeland. While the

numbers are difficult to track, since more deaths occur by the hour, latest counts put the total death toll across the region at 11,323, with 9,923 being Palestinian and 1,400 being people in Israel (as of Nov. 5, 2023) (AP). This includes individuals from over 24 countries and territories and a host of different occupations like journalists, medial workers, and more. In these numbers, soldiers and militants are not included. Regardless of cause or nationality, the fact is that more than 10,000 everyday people with unique viewpoints are no longer on this Earth.

If you woke up tomorrow, knowing that war was waging around you, how fearful would you be of imminent death? Take your everyday routine and insert loud explosions, runs to shelters, and trails of rockets in the sky to your senses. Many of these people are the exact same, yet fall to conflict of powers and powers-to-be.

However, the humanitarian crisis that has elevated since Oct. 7, 2023 extends far beyond

Image courtesy of Ali Jadallah

10,000 deaths. Those who have managed to stay alive still live under an umbrella of danger.

Only recently did a small fraction of humanitarian aid return to Gaza. Prior to the Oct. 7 escalation, regular aid trucks from nations far and wide entered Gaza, primarily from the Rafah Crossing via Egypt. At the onslaught of the recent escalation, these



Image courtesy of BBC

Chat GPT in Education

By ARYAN AGARWAL, SUNGHYUN BAE, and AARYAN PATEL

ChatGPT has had significant impacts in various ways over the past year, capturing the attention of the Exeter community and beyond. The widespread adoption of this groundbreaking technology has raised concerns among educators. There’s a growing apprehension that students may exploit ChatGPT to their ultimate detriment, potentially hindering their educational progress. This has ignited a debate about the appropriateness of incorporating ChatGPT in academic settings. At Exeter, our primary mission is to provide a robust educational foundation, nurturing students’ critical thinking skills in the classroom. However, the Academy has yet to add a section to the E-Book concerning the use of artificial intelligence (AI) in the classroom. It has been pushed under the umbrella

of plagiarism, failing to draw clear boundaries as to its appropriate uses. Improvements in the future of Large Language Models (LLMs) will open gateways to new possibilities for the exploitation of this technology.

The Exeter community agreed with the idea of the appropriate use of LLMs benefiting students. Instructor in English Michelle Dionne presented concerns about the use of AI. “I think that’s one of the hardest parts of thinking, to organize your thoughts. If you give it to somebody else to do, you aren’t learning.”

Jinmin Lee agreed and said, “You need to have an understanding of the work that you are asking it to do. You’re not thinking critically, and then you don’t have a clear idea of your own work and that is dangerous.” However,

Lee also believed that “LLMs can be used as an extension to existing tools to automate certain mundane tasks better,” while Ms. Dionne stated that it is almost like asking a friend to look over your work and give some pointers. Mr. Cosgrove in the Physics department believes that the tool can allow for new gateways for learning, but creates concern for the academic integrity of students’ work. Both expressed their concerns about what ChatGPT may do to analytical thinking, which is currently valued so much in education, but also addressed how it can be helpful if students need assistance.

We must also acknowledge the immense potential that LLMs bring to the table. These cutting-edge technologies, when thoughtfully integrated into traditional education, can significantly enhance students’ efficiency.

However, we must tread carefully, to not cross the line between efficiency and education. Kevin Roose of the New York Times suggests that schools could consider treating LLMs as calculators, allowing them for certain assignments while prohibiting their use in others. LLMs, like calculators in mathematics, can serve as valuable tools to relieve students of the burden of repetitive and time-consuming tasks, allowing them to focus on higher-order thinking and creativity. However, it’s crucial to establish clear guidelines for their usage. This approach would promote responsible and ethical use of LLMs, ensuring they remain a boon to education rather than a potential threat. Just one example of LLMs positively impacting our instruction is by assisting in research and enhancing student

efficiency as they write papers. Additionally, they can summarize crucial points, simplifying the note-taking process for students.

The concerns raised by the National Education Association and other academia regarding the threat that AI poses to academic integrity are both valid and worth considering. The use of LLMs opens the door to potential issues such as cheating and plagiarism, which must be addressed. Nonetheless, ChatGPT can be effectively used, not just by students, but by teachers who are looking to enhance the experience that students have. According to the American Psychological Association,

incorporating ChatGPT into classes will encourage students to be more “tech-literate” in an increasingly techno-centric world. They will learn how to properly wield the power of LLMs, and use them to their benefit, not their hindrance.

Though we may be saying goodbye to the traditional style of teaching, that doesn’t mean that this new one is any worse — it could even be better. By implementing pragmatic policies, we can mitigate the downsides of the use of LLMs while using them to enhance the way that students learn.





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Cultural Appreciation & Appropriation in Disguise

By ROXANE PARK '25

October 31. It's the one day that Exeter students, along with the almost two-thirds of the population of the United States who celebrate Halloween, are able to become anyone, anything, besides themselves. Take a stroll and you'll come across a couple dozen Spider-mans and witches, the usual angel-devil pairs, and perhaps this year a record number of Barbies and Kens. But there is often also a kind of competition to find a unique concept, to be funny or bold. Beyond Exeter, many have chosen to depict other cultures or identities as their costume: overly primitive natives, mustached and *sombrero*-wielding Mexicans, sexualized nuns, anything involving blackface, even Jesus. Instructors and advisors at the Academy advise students to "be tasteful and respectful of other students, staff, and faculty," but what does this really mean?

To answer this question, we must expand this into a discussion on how to distinguish between engaging in cultural appreciation and committing cultural appropriation, not just in the context of costumes and appearances, but in the broader scope of the world's creative stages.

First, it seems necessary to define the meaning of the word "culture." If we look simply at the succinct pages of *Merriam-Webster*, we would find that it is "the customary beliefs, social forms, and material traits of a racial, religious, or social group." But in a world where borders have been blurred and redrawn, where humans have colonized and migrated, and where traditions have been shared and adopted for centuries, it becomes difficult to prescribe certain traditions and beliefs to a singular group. The human condition is defined by communication, exchange, and adoption. For example, the common symbols for numbers we use today hold their origins in the Arabian peninsula; white weddings began in fifteenth-century Great Britain with Queen Victoria; birthday cakes and candles were first recorded in Middle Age German children's *Kinderfests*; and various other common dishes, technology, religions, and fashions all trace back to distinct sources.

How then can we distinguish between cultural appreciation and appropriation when culture itself is inherently ambiguous? What if we define culture not through beliefs, forms, or traits, but by experience?

In other words, we must ask ourselves four questions. First: Am I well informed about the history of the practice that I am adopting? Second: Is that historical connection marked by joy or by oppression? Third: Am I representing it in a way that is respectful or mocking? And finally: Are my motives in this adoption an effort to share or to claim?

If one can answer all four of these questions confidently and correctly, then they are most likely appreciating a culture. But if they are unsure of even

one answer, or know that their answer would be incorrect, they are in danger of appropriation.

I. Are you well informed about the history of the practice that you are adopting?

In December of 2013, the clothing and retail store Urban Outfitters was slammed for releasing a pair of socks with an elephant pattern sewn onto the ankles (*HuffPost*). The only problem was that the elephant was actually a low-definition depiction of Ganesh, the celebrated Hindu god of beginnings who is believed to be the remover of obstacles with the power to grant success and protection in the face of adversity (*Hindu American Foundation*). In Hinduism, feet are considered unclean, the lowest form of a being, and even pointing your feet at another person is considered disrespectful, while the act of Charan Sparsh, touching the feet of elders, is a way of showing respect and seeking blessing (*Detroit News*). Thus, the image of Ganesh on the "UO Exclusive" socks, essentially placing the deity at the level of the wearer's feet, was particularly disrespectful. This is just one example of the commercialization of religious images and symbols by corporations and individuals who are not properly informed of their significance.

An example of the contrary emerges in the fashion industry, which has historically been known to "borrow" elements from other cultures without permission yet rarely features non-white models. This industry has also recently been shifting to honoring the creative genius of global cultures by including them in the process. For instance, fashion house Christian Dior's Creative Director Maria Grazia Chiuri has dedicated her work to celebrating different cultures and traveling around the world to collaborate with local minds on her designs. For her recent Pre-Fall 2023 collection, Chiuri joined forces with the director of Mumbai's Chanakya School of Craft and featured solely models of color, traditional Indian music, and ornate decorations. Similarly, she worked alongside Mexican artisans to create the 2024 Resort collection of inspired pieces, including huipils, that champion unique creative techniques from regions across Mexico (*Vogue*). Because Chiuri has devoted herself to learning the history of cultural designs and authentically employing them, her work is not appropriative, but appreciative.

II. Is that historical connection marked by joy or by oppression?

Often, however, it is not enough to merely be aware of the history behind a tradition. One of the most debated forms of cultural appropriation is the use of traditional Black hairstyles to appear "trendy," all the way from Kim Kardashian wearing cornrows to the 2018 MTV Awards in New York City (*Harper's Bazaar*) to K-pop star EXO's Kai

The Old People that Rule America

By LAUREN LEE '26

What could the invention of Velcro and the formal recognition of the independence of India possibly have in common?

Well, these two events both occurred after the birth of our 46th and current president, Joseph Robinette Biden Jr., and our former president, Donald John Trump. And Senate Minority Leader Addison Mitchell McConnell III. And the late Dianne Goldman Berman Feinstein, who served as a United States Senator from California from 1992 until her death in late September of this year. These people are not even young enough to be baby boomers. They are part of the Silent Generation.

Of all the Congresses since 1789, the current one has the second-oldest Senate and third-oldest House of Representatives, with an average age of 63.9 and 57.5 respectively (*NBC News*). The average age of the American public, on the other hand, is 38.8.

twisting his hair into faux dreadlocks in Korea (*Digital Music News*). While some have argued that celebrities should have the freedom to choose their appearance and that hairstyles can be shared, acknowledging the relationship between Black hair and America's history of oppression offers a more nuanced view of this issue. From the eighteenth-century Tignon Laws that forced all enslaved and free Black women alike to wear tignon headscarves to cover their hair, to the norms of the twenty-first century, in which many have reported being denied jobs or discriminated against at work for their natural hair, the appearance of traditional white hairstyles has persisted as a symbol of status (*JSTOR Daily*). For centuries, Black women and men alike have been shamed for their natural hair and textured styles. Therefore, those who have not experienced this struggle disrespect its gravity when they choose to wear these styles on a whim. When the experience of a community with a certain tradition is characterized by discrimination, suffering, or other negative experiences, it is unacceptable for others to emulate it.

What *can* be shared is joy and celebration. For example, the celebration of the Lunar New Year, a holiday and calendar that originated in China, has been adopted by many other Asian and South Asian countries and has now taken many different forms, including Seollal in Korea, Shōgatsu in Japan, and Tết in Vietnam. These holidays are filled with traditional food, clothing, games, and parades throughout Asia, and now the U.S. as well, where there are larger populations of Asian Americans. It is a time to enjoy with close friends or family and delicious cuisine, in light of the arrival of spring and the new year. For that reason, it is not uncommon for schools or Asian communities to hold Lunar New Year celebrations for people of all ages and ethnicities to participate in, to learn about Asian culture, and to simply create and share happiness.

III. Are you representing the culture in a way that is respectful

In April of 2022, The San Francisco Chronicle ran an article bluntly headlined, "Colleagues worry Dianne Feinstein is now mentally unfit to serve, citing recent interactions." Kopan and Garofoli begin by describing an interaction between Feinstein and an unnamed California lawmaker. Despite having had countless conversations with the former senator in their fifteen-year working relationship, the lawmaker had to reintroduce herself multiple times. This was not an isolated incident. Staffers and other senators told The Chronicle that Feinstein's memory was rapidly deteriorating and that it appeared she could no longer fulfill her duty to represent the people of California.

Throughout her career, Senator Feinstein has achieved remarkable political breakthroughs. She was the first female mayor of San Francisco. She was the first woman elected to the Senate from California. She was a fixture of California

mocking?

This is often the most recognizable sign of cultural appropriation: an attitude of ridicule or contempt, often through the exaggeration of stereotypical representations with comical intentions. Much to the horror of some viewers of the 2013 American Music Awards, Katy Perry performed her song "Unconditionally" as the opening act, her silhouette moving in a both robotic and stereotypical rendition of a *geisha's* dance behind a *shoji* panel. When she emerges, Perry is clad in a modified *kimono* more resembling a high-collared Chinese *qipao* with an *obi* sash plainly tied around the waist to make it "Japanese," the sleeves elongated in a strange manner and entire leg-length slits present in neither culture. She and her backup dancers sport white-painted faces, crudely drawn-on eyebrows, and messy, oversaturated makeup that is almost barely, if at all, resembling of the actual *geisha's* appearance. As Perry and her backup dancers repeatedly hold their palms together and do the stereotypical "Asian" bow throughout the song, they shuffle in circles in front of the animated backdrop of sky lanterns, red cherry blossom trees, and painted mountains. They contort themselves into awkward shapes while parading around the stage with umbrellas and massive fans, hanging and spinning from the ceiling as fake leaves fall to the ground. The camera then pans to the entirely white audience clapping for her act. Perhaps Perry didn't mean to mock Asian culture by modifying and homogenizing traditional clothes, dances, and symbols, but the comical style of makeup and exaggerated bowing certainly accomplished the deed. The real question is, why does an American celebrity feel the need to pretend to be a poorly depicted member of a Japanese class of women who were often sold by their parents into the profession, with the sole purpose of entertaining men? This, while singing a song that has absolutely no connection, with shallow lyrics that repeat the lines "I will love you unconditionally" and "Let go and just be free"

politics.

At the time the article was written, though, she was 90. She was the Senate's oldest member. She had taken a two-month absence during which she was treated for shingles and encephalitis, a rare complication that causes swelling of the brain.

She refused to entertain the idea of resigning before her term would end in 2025.

Feinstein died on September 29, 2023, and her death created a vacancy in the Senate at a time when the Democrats held the slightest majority in the chamber.

It is not to dishonor her memory as a lifelong champion of liberal causes that I choose to discuss her age and deteriorating memory in the same breath as her many accomplishments. It is, instead, to make very clear the disturbing phenomenon in American politics wherein old people maintain that they are best fit to govern our country. 59 percent of House members were

born before the 1970s, a time when the average American worker could afford to buy a car, a time when the average American couple could afford to start a family — a time that is alien to most Millennials and Gen Z-ers. You cannot in good faith govern a society that you do not know. How hypocritical is it to celebrate aging political figures who in their prime had the courage to engage with radical ideas and push for the reconstruction of the status quo and stand between the young people of today and that same opportunity?

To serve in the Senate, one must be 30 years or older — to serve in the House of Representatives, 25 years or older. The recent failings of our oldest members of government have raised an important question: Is now the time to instate similar restrictions governing age maximums?

In our democracy, we must answer that question with our voices. It is appalling that there is no maximum age limit for Congress.

for four minutes? And yet, the number of commenters that praise her ludicrous performance as "flawless" or "honoring Japanese culture" is shocking.

That is not to say that wearing the traditional clothing of another culture is always an offense. Often, when tourists are visiting other countries, it is acceptable and even encouraged for them to don actual locally-made, historically accurate traditional clothing when they visit historical sites to experience the deep cultural history connected to that place. For example, in Seoul, South Korea, there are five ancient royal palaces: Gyeongbokgung, Changdeokgung, Changgyeonggung, Deoksugung, and Gyeonghuiung. Visitors to all five of these palaces are allowed free entry if they are dressed in a *hanbok*, a traditional Korean outfit (*Visit Seoul*); rental shops for traditional *hanboks*, hair accessories, and purses are abundant throughout the city as well. In these cases, rather than mocking the historical dress of the culture, tourists can honor the traditions associated with those locations accurately and respectfully.

IV. Are your motives in this adoption to share or to claim?

To answer this final question, you must be honest with yourself about your motives. Why are *you* choosing this cultural tradition specifically to emulate? What are you gaining from it? On May 1, 2013, the Walt Disney Company, more commonly known as Disney, filed an application to trademark the phrase "*Día de los Muertos*" in light of their upcoming film. Although the film would eventually become a smash hit and win two Academy Awards, this attempt to lay claim to the official name of The Day of the Dead, a major Mexican holiday, was not as well received and the company consequently decided to change the film's name to *Coco*. This is an obvious example of a corporation hoping to quite literally claim a centuries-old cultural tradition for its own self-centered profit.

Instead, individuals and corporations should strive to approach other cultures with the intention of sharing, openness to revision, and the idea that there is always something more to learn. On October 20 of this year, the film *Killers of the Flower Moon* was released in theaters. The three-and-a-half-hour movie depicts the murders of members of the Osage Nation in Oklahoma during the 1920s by white Americans coveting their oil-rich land. While the film was produced and directed by a non-Native team, the production consulted true Osage people in order to ensure an accurate depiction of Osage people and culture, and filming was conducted in Osage County itself. Lily Gladstone, the lead actress and a Native woman herself, revealed that having the input of the Osage Nation led to significant alterations in the film's original plan, and shared in an interview that "The work is better when you let the world inform [it]." As a high-budget film featuring star actors like Leonardo DiCaprio and Robert De Niro, *Killers of the Flower Moon* exposed a wide audience of viewers to an authentic interpretation of Native culture and was highly praised (*Entertainment Weekly*). The thoughtfulness in production demonstrates that a commercial enterprise like a film can still be done with the intent to share and inform and that the directors approached the project with a desire to learn.

All of these examples, both positive and negative, show that when emulating or adopting a tradition, we must look not only to the tradition itself but to the experience associated with it. What can be shared is joy, ideas, and innovation. What cannot be shared is identity, discrimination, or oppression.

So the next time you're torn between whether a costume is culturally appropriate or not, ask yourself these four questions and be confident that you're being informed, tactful, respectful, and considerate in your decision before making it.

Veterans Day

November 11, 2023

Veterans Day is a day to pay tribute to the service and sacrifice of the men and women who, in defense of our freedom, have bravely worn the uniform of the United States. The following list of veterans includes active and retired employees, immediate relatives of those employees, and our alumni. This list is published as a way to honor our living military veterans. If you see any of these veterans on the paths, please let them know their service is appreciated.

Jay Abraham '80, U.S. Navy
 Martin M. Adams (Retiree), U.S. Army
 Michael Adair '55, U.S. Marine Corps
 Robert Adams '56, U.S. Coast Guard Reserve
 Michael Aldrich '68, U.S. Army
 Kerry Alexander, U.S. Navy
 Christopher Alter '65, U.S. Army
 Will Amatruda '60, U.S. Army
 James Anderson '65, U.S. Marine Corps
 Taniel E. Anderson '97, U.S. Navy
 Robert Anschuetz '61, U.S. Coast Guard Reserve
 Jennifer Archbold '90, U.S. Marine Corps
 Stanley P. Babula, U.S. Army National Guard
 David Badger '54, U.S. Coast Guard
 Amanda Bailey, U.S. Army
 Robert F. Bailey, U.S. Army
 Richard Ballantine '64, U.S. Army
 William Barnett '43, U.S. Army
 Kathryn Barnhart '02, U.S. Air Force
 Milton Barrett '52, U.S. Navy
 Mercer Barrows '47, U.S. Army
 Richard Barry '45, U.S. Navy
 James Barzun '57, U.S. Navy
 Alan Bath '47, U.S. Navy
 Frank Batten '60, U.S. Navy
 Wes Battle '93, U.S. Navy
 John Beamis '62, U.S. Navy
 Clifton Beasley '63, U.S. Air Force
 Peter Becket '58, U.S. Marine Corps
 Eric Beckjord '47, U.S. Navy
 Martin L. Beckman, U.S. Army
 Michael J. Beckman, U.S. Navy
 Henry (Ted) Bedford '48, U.S. Army
 Crayton Bedford '52, U.S. Army
 Joseph F. Belanger (Retiree), U.S. Air Force
 John Benjamin '58, U.S. Army
 Robert Bentel '56, U.S. Navy
 Leland Bethurum '67, U.S. Air Force
 Keith Blair, U.S. Army
 Casey P. Bly, U.S. Army
 Dave Bohn '57, U.S. Navy
 Curtis Boivin, U.S. Coast Guard Reserves
 Alexander Borgelt '01, U.S. Navy
 Barry Bosak '58, U.S. Army
 Joseph Bouchard '82, U.S. Navy
 Frederick (Ted) Bowers '51, U.S. Air Force
 James Bowers '47, U.S. Air Force
 Blake Bowman '13, U.S. Navy
 Brian Boyd '98, U.S. Navy
 Alexander Boyle '55, U.S. Army
 Jonathan M. Boyle '00, U.S. Army
 Darlene Brabant '75, U.S. Marine Corps
 Merrill Bradley '45, U.S. Navy
 Dean Braknis '90, U.S. Navy
 James Brandi '66, U.S. Navy
 Andrew Branting '07, U.S. Air Force
 Michael F. Breen '98, U.S. Army
 Richard Breithaupt '58, U.S. Army
 Chandler Brewer '06, U.S. Navy
 Don J. Briselden (Retiree), U.S. Navy
 Mary Jo Briselden, U.S. Navy
 Donald Brodie '56, U.S. Navy
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 Dallas C. Brown III '74, U.S. Army
 Jeffrey Brown '58, U.S. Army
 Roger Brown '43, U.S. Navy
 Louis Browning '50, U.S. Army
 Richard Bruce '72, U.S. Navy
 Robert Bruce '59, U.S. Army
 Buz Brumbaugh '46, U.S. Army Reserve
 Whitley Bruner '60, U.S. Army
 George W. Bryan, U.S. Navy
 James Buffington '50, U.S. Army
 Jim Burack '80, U.S. Marine Corps
 William Burke III '57, U.S. Army
 Christian Burnett '05, U.S. Navy
 Clark Bussey '55, U.S. Navy
 Nathaniel Butler '64, U.S. Navy Reserve
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 Robert Dean '50, U.S. Army
 Charlie Dean '61, U.S. Navy
 Andrew Deardorff '79, U.S. Army
 Alyson M. De Leeuw '10, U.S. Navy
 Steve deMoulipeid '96, U.S. Air Force
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 Ross Miller '02, U.S. Navy
 Terrence Miller '65, U.S. Navy
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 Rene J. Milone, U.S. Marine Corps
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 Thomas Monfried '50, U.S. Army
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 Thomas Moore '70, U.S. Air Force
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 Timothy Morse '78, U.S. Navy
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 Daniel Moynihan '00, U.S. Navy
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 Suzanne Murdoch '74, U.S. Air Force
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 Terrence Murphy '59, U.S. Army
 Joseph Nadeau '55, U.S. Marine Corps
 Alexander G. Najemy '97, U.S. Army
 Leah Nelson '90, U.S. Navy
 Andrew Neuwirth '05, U.S. Navy
 John Newman '63, U.S. Army
 David Nicholls '74, U.S. Air Force
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 Todd L. Nichols '95, U.S. Marine Corps
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 Nicholas North '65, U.S. Army
 David Nimick '42, U.S. Navy
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 Sean A. Norton, U.S. Navy
 Sean C. Norton, U.S. Navy
 Grant Nugent '58, U.S. Navy
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 George Olmsted '51, U.S. Navy
 Philip Ortego '68, U.S. Army
 Robert Ory '50, U.S. Army
 Kevin Otenti '92, U.S. Army
 Henry Oxnard '55
 Risto Paaermaa '65, U.S. Marine Corps
 Christian P. Pacific '96, U.S. Navy
 Garrett Pagon '63, U.S. Army
 Clifton Pannell '57, U.S. Navy
 Richard P.R. Pannell '85, U.S. Army
 Nicolas E. Panza '03, U.S. Marine Corps
 Steve Parker '63, U.S. Army
 Robert Parson '55, U.S. Army
 Gregory A. Parsons '90, U.S. Marine Corps
 David Pasternak '01, U.S. Army
 Tyler Patterson '94, U.S. Army
 Robert Paxton '50, U.S. Navy Reserve
 Miller Pearsall '96, U.S. Army
 Kathleen L. Deteso Peck '04, U.S. Army
 Claire H. Perkins, U.S. Navy
 Beverly Perriccio, U.S. Air Force
 Dennis Perriccio, U.S. Air Force
 Robert Pfeiffer '63, U.S. Marine Corps
 Henry Phillips '55, U.S. Marine Corps
 R. Thompson Plyler '99, U.S. Marine Corps
 Richard Podos '81, U.S. Marine Corps
 Charles Pollard '50, U.S. Navy
 Robert Pollock '62, U.S. Army
 John Postley '60, U.S. Coast Guard
 Rust Potter '59, U.S. Navy
 Annie Preis '03, U.S. Navy
 John Preis '07, U.S. Navy
 Thomas Preston '64, U.S. Navy
 Joseph Priestley '56, U.S. Army
 Jerry Pritchard '65, U.S. Army
 Paige Puntso '82, U.S. Army
 Jerry Pyle '55, U.S. Air Force
 Thomas Ragle '45, U.S. Army
 Jonathan Randal '51, U.S. Army
 John J. Randolph '96, U.S. Navy
 Christopher Ream '60, U.S. Navy
 Joshua M. Reardon '97, U.S. Army
 Thomas Reckford '60, U.S. Army
 Jonathan Reed '04, U.S. Army
 Creighton Reed, '90, U.S. Marine Corps
 Kathryn M. Reinhold '02, U.S. Air Force
 John G. Reuland '01, U.S. Navy
 Stephen Revelas '85, U.S. Navy
 Stephen Reynolds '51, U.S. Army
 Robert Reynolds '60, U.S. Army
 David Rice '51, U.S. Marine Corps
 Josh Richards '10, U.S. Army
 Bryan Rigg '91, U.S. Marine Corps
 Gregory Rives '08, U.S. Marine Corps
 Michael A. Rizzotti '97, U.S. Army
 Hanson Robbins '55, U.S. Navy
 Capt. Jennifer Robbins, U.S. National Guard, U.S. Navy
 Jonathan Robbins '58, U.S. Army Reserve
 Austin Roberts '14, U.S. Army
 Paul Roche '11, U.S. Marine Corps
 Jon Rogers '02, U.S. Navy
 Daniel B. Rohrer '04, U.S. Navy
 Keith P. Ronalter (Retiree), U.S. Marine Corps
 Hamilton Ross '51, U.S. Air Force
 Michael Ross '95, U.S. Army
 Natalie J. Rowe Christopher '02, U.S. Army
 Richard Rowe '69, U.S. Army
 Grant Rowland '97, U.S. Army
 Eric Rubel '74, U.S. Army
 Thomas B. Rubel '04, U.S. Marine Corps
 Laurence Russe '74, U.S. Navy
 Jonathan Russell '11, U.S. Marine Corps
 James Rutledge '52, U.S. Marine Corps Reserve
 James Ryan '12, U.S. Air National Guard
 Eric Sabety '65, U.S. Army
 Joseph Sahid '04, U.S. Navy Reserve
 Linda Salter '86, U.S. Coast Guard
 Garrett Sanborn '87, U.S. Air Force
 Roy Santos P'17, P'19, U.S. Air Force
 Alex Sardanis '13, U.S. Navy
 Philip Sargent '79, U.S. Joint Forces Command
 Makhtar Sarr, U.S. Army
 Heidi Goodhue Savage '86, U.S. Navy
 Willits Sawyer '57, U.S. Navy
 Max Scheffler, U.S. Coast Guard
 Stephen Schmeiser '61, U.S. Air Force
 Alexander H. Scott '10, U.S. Marine Corps
 Robert Scott '55, U.S. Air Force
 Ward E. Scott, II '72, U.S. Marine Corps
 Calvin Scovel '70, U.S. Marine Corps
 Nova Seals, U.S. Coast Guard
 Capt. Kelly Seals, U.S. Coast Guard
 Marshall Sellers '63, U.S. Army
 Mark Serbent '13, U.S. Navy
 Dorrance Sexton '59, U.S. Navy
 Henry Sharpe '41, U.S. Navy
 Milton Shattuck, Jr. '51, U.S. Army
 Peter Shaw '50, U.S. Marine Corps
 Robert Shea '56, U.S. Army
 Stephen Shea '95, U.S. Marine Corps
 James Michael Sheehan '66, U.S. Marine Corps
 Peter M. Sherman '02, U.S. Army
 Spencer Silberstein '56, U.S. Army
 Kerry Kuykendall Smith '90, U.S. Navy
 Linda Smith '75, U.S. Army
 Scott W. Smith '92, U.S. Marine Corps
 Sidney Smith '65, U.S. Army Reserve
 David Sommers '64, U.S. Navy
 Shaunnah Wark Sopko '01, U.S. Navy
 Grant Spanier, U.S. Marine Corps
 Donald Stebbins, '67 U.S. Navy
 Jack Stebe '62, U.S. Air Force
 Rebecca Steers '99, U.S. Army
 Leslie Steffensen '85, U.S. Navy
 Charles Stevens '51, U.S. Army
 Dennis W. Stevens, U.S. Marine Corps
 L. Nye Stevens '58, U.S. Army
 Lucas Stevens '18, U.S. Coast Guard
 Tom Stickler '59, U.S. Army
 Matthew Stolpinski '03, U.S. Navy
 Wilson D. St. Pierre '00, U.S. Army
 Erica Olson Stooksbury '03, U.S. Air Force
 Christopher Straub '61, U.S. Army
 Harold Streator '60, U.S. Army
 Richard S. Strickler, Jr. '66, U.S. Navy
 Matther Stubbs '96, U.S. Army Reserve
 Richard Sugden, '61, U.S. Navy
 Conor Sullivan '02, U.S. Navy
 Gabe Surratt '00, U.S. Army
 Erik F. Swabb '98, U.S. Marine Corps
 Kenneth Swanberg '59, U.S. Army
 Arthur Sweeny '51, U.S. Army
 David T. Swift '64 (Emeritus), U.S. Navy
 Harry Sykes '63, U.S. Marine Corps
 Peter Taliaferro '65, U.S. Army Reserve
 Joshua Taylor '08, U.S. Navy
 Michael Teneriello '75, U.S. Navy
 Ben Tennille '64, U.S. Marine Corps Reserve
 William Terry '60, U.S. Air Force
 Normal Thomas '59, U.S. Navy
 Walter Thomas '83, U.S. Air Force
 Hugh Thompson '53, U.S. Army
 Gregory Thompson '71, U.S. Air Force
 John M. Thompson III '16, U.S. Navy
 William G. Thompson (Retiree), U.S. Army
 Johnie Tillman '70, U.S. Army
 Theresa Tillock '75, U.S. Air Force
 Wayne K. Tilton (Retiree), U.S. Army
 Thomas E. Tinker '59, U.S. Army Reserve
 Adam Tisdall '00, U.S. Navy
 Franklin Top '53, U.S. Army
 Kenneth Torrington '64, U.S. Army
 Bradley G. Trafton, U.S. Navy
 Tom Trowbridge '56, U.S. Navy
 Susan Truelove '08, U.S. Navy
 Paul Truesdell '68, U.S. Navy
 Robert Truslow '54, U.S. Navy
 Kyle J. Tufts '06, U.S. Air Force
 Benjamin H. Turnbull '57, U.S. Navy
 Vincent Vaccaro '60, U.S. Navy Reserve
 Klaas van Esselstyn '58, U.S. Marine Corps
 Kenneth Vann, U.S. Navy
 Mike Varney '84, U.S. Navy
 Edmund H. Vasseur, U.S. Navy
 James Vivian '51, U.S. Navy
 Dante Vivilecchia '13, U.S. Navy
 Eric Vogt '66, U.S. Navy
 Eugene R. Volk, U.S. Navy
 Brian Von Kraus '96, U.S. Marine Corps
 Benjamin Wagner '60, U.S. Army Reserve
 Norman Waite Jr. '54, U.S. Navy
 Gwynne Wales '50, U.S. Navy
 Wayne D. Walk Jr., U.S. Army Reserves
 Nathan Walker, U.S. Army
 Edward Walkley '63, U.S. Army
 James Warden '55, U.S. Army Reserves
 Peter Washburn '61, U.S. Navy
 Serena Washington '97, U.S. Army
 James A. Waters '97, U.S. Navy
 Harry Clifford Watts '51, U.S. Navy
 Morrison Webb '65, U.S. Navy
 Robert Wederbrand '58, U.S. Army
 Langston Weinberg '53, U.S. Army
 Susan J. Weis, U.S. Air Force
 Mark P. Weisenborn '98, U.S. Army National Guard
 Alexandra Susanna Weisman, '05, U.S. Air Force
 John West '63, U.S. Navy Reserve
 Tim Westfall '76, U.S. Navy
 Lindsey Wetzel '92, U.S. Army
 Laura Wharton '80, U.S. Army
 Margot Wheeler '83, U.S. Navy
 Stephen R. Wheelock, U.S. Air Force
 Edward White '62, U.S. Navy
 John Whitlock '64, U.S. Army
 Paul Whitman '67, U.S. Navy
 Grant L. Whitmer '94, U.S. Navy
 John Wilcox '60, U.S. Army
 Alan Willemsen '51, U.S. Air Force
 Ralph Williams '49, U.S. Army
 Robert Williams '61, U.S. Army
 Elisha Williams '68, U.S. Air Force
 David Williams '82, U.S. Navy
 Clyde Wilson '66, U.S. Army
 Courtney Wilson '04, U.S. Navy
 Glenn Wilson, U.S. Coast Guard
 Jay Wilson '65, U.S. Army National Guard
 Peter Wilson '66, U.S. Coast Guard
 Phillips Wilson '55, U.S. Army
 Mary Wine '84, U.S. Army
 Hoyt Winslett, Jr. '52, U.S. Army
 Steven Wolf '60, U.S. Air Force
 Allen R. Wolff '80, U.S. Army
 Lowell Wood '08, U.S. Army
 Ronald Woodaman '55, U.S. Navy
 R. Robert Woodburn, Jr. '64, U.S. Army
 Jan S. Woodford, U.S. Air Force
 L. Randall Woodman '61, U.S. Navy
 Ben Wootten '61, U.S. Army
 William Wreden '58, U.S. Army National Guard
 Richard Wright '49, U.S. Navy
 Sandra J. Wyman '03, U.S. Navy
 Michael Yamin '49, U.S. Navy
 Silas Yates '62, U.S. Marine Corps
 Peter Yoars '54, U.S. Air Force
 John Zendt '05, U.S. Navy

Girls as Currency: How Girlhood Is Its Own Economy



By ZOE CURTIS • 25

It's never been a better time to be a girl online. Girl dinner, girl math, that girl, clean girl, tomato girl, cinnamon girl, weird girl, girl everything, girl everywhere, girl all at once. "The girl is a living currency," the anonymous collective Tiquun wrote in their theory on being a girl in late capitalism. The money is everywhere, said Tiquun, but it comes wrapped in a feminine aesthetic: Too Faced Better Than Sex mascara and overpriced loungewear sets, ribbon for lacing new Adidas Sambas and gingham Lisa Says Gah mini skirts. Money is everywhere, but at all times, there is a complex negotiation at play between people and things, markets and intimacy. The girl is a token, the place where people and products

co-exist in a non-contradictory manner. She continually has to ask what she is worth but she is also asked to pretend that she is free.

When the question of what teenage girls are worth is posed, the answer is, ostensibly, a lot. The cosmetics industry was valued at nearly 300 billion dollars in 2022 and is currently projected to rise to roughly 420 billion by the year 2030. Taylor Swift and Beyoncé pumped around 4.3 and 4.5 billion dollars respectively into the American economy this year, effectively leading the efforts of post-recession recovery. Greta Gerwig's "Barbie" is the highest-grossing movie of 2023, with close to 1.4 billion dollars in ticket sales alone. The girl economy is alive, maybe more than it has ever been, and girls, as consumers,

have been pushed to the forefront of this growth.

Still, though, societal hatred towards teenage girls seems an inevitable sentiment. Subreddits exist solely to hate on Swifties, a self-denomination for fans of Taylor Swift, the majority of whom are manifestly teenage and female. Users of the same site, usually older and male, engage in forums where they discuss the apparent perversion of women wearing makeup, the undertones inherently reductive, and, to a point, misogynist. Shows marketed towards young girls are quick to be criticized and paraded about as "blatant examples of the awfulness of American television," much more harshly than shows like "The Big Bang Theory," which portray women in arguably worse and more

chauvinistic ways for comedy, and whose faults are ignored by most reviewers.

In conversation, my friends often refer to TV as a "guilty pleasure." It's a mildly self-deprecating admission that what they watch (Gilmore Girls, Twilight, and The Vampire Diaries as some examples) lacks intellectual currency, that it's something to hide away in the dorm room with a plush pink blanket and a pint of Half-Baked, but the kicker is, it's not. Low-quality TV is pushed towards teenage girls for consumption, on the diminutive assumption that we lack the complexity to enjoy anything of higher stimulus, and we, as prisoners of this societal judgment, eat it up.

Teenage girls are perhaps the most lucrative demographic in the market, and as we are wielded as

tools for capitalism, we, in turn, wield our own economic power. Businesses make an entire sector out of marketing towards teenage girls for the cultural mavens that they are, especially as they grow into adults harnessing even greater spending power. It's the type of power that made Kylie Jenner the Forbes-lauded "youngest self-made billionaire ever," the influence that skyrocketed Alix Earle into paid brand partnerships with companies like Fashion Nova and Rare Beauty. It's the type of power that turns Lisa Sahakian into a jewelry maverick with her eccentric company Ian Charms, the type of power that reinvigorates global usages in Tumblr and Pinterest and turns them into profitable opportunities for ad revenue, especially if those ads are for Dior Cherry Lip

Oil or vintage labradorite necklaces on Etsy.

So, hate on teenage girls if you must, call us insipid and girly, ridicule us for wanting to dress up and watch Barbie or get our acrylics filled, for our scented candles and 17-step skincare routines, for liking Mia Goth in Pearl and using Ayesha Erotica TikTok audios, for being obsessed with Taylor Swift or Beyoncé, and for not knowing a singular song by Def Leppard when you ask about our t-shirt. The numbers speak for themselves. Teenage girls will remain economic powerhouses in all of their lip-glossed and moisturized glory: trend dictators and majority consumers, a coveted demographic with a complicated relationship to capitalism, but one that is surely worth a ton.

Slacktivism: Why Your Instagram Repost is Not Enough

By TANIA LUCHAK • 25

In today's digital age, as we casually scroll through our Instagram feeds, and Twitter or even dive into TikTok's latest trends, we encounter vast amounts of information about worldwide conflicts. Thousands of users discuss the Israel-Hamas war daily, sharing posts, videos and commentaries. Yet, with such abundant information comes a plethora of perspectives — often leading our opinions to become indistinct and diluted.

We are challenged to discern propaganda from the truth and filter accurate information from fabrication. In this swirl of data, it's easy to become oblivious marionettes, tugged by the strings of dominant narratives while

sidelining the voices that may bear the purest truths.

At the heart of this digital complexity lies the algorithms powering these platforms. They note our interactions, tailoring content that echoes our biases, thus perpetuating a feedback loop. This system that we trust so much intentionally intensifies our polarization.

However, it's crucial to note that polarization and biases aren't solely the creation of these algorithms. Recent studies published in the journal Science have questioned whether altering such algorithms would genuinely decrease polarization. Despite the study's limitations, it suggests that our existing biases might have deep roots beyond social media influence. This makes our self-awareness and critical analysis even more

paramount within our analysis of global events.

The pressure to form an opinion — and swiftly — is overwhelming. The modern world often demands we choose a side, and, once chosen, firmly plant our flag. We display our solidarity by changing our profile photos to the flag of the country we support, reposting and leaving links to donate. By no means, I do not oppose that; I do this myself. As a Ukrainian, I feel a duty to share about grievances that my people experience and make sure that my voice is heard. However, I often overlook the fact that advocacy comes beyond social media.

It also comes with going to a protest, reading a book or volunteering for a nonprofit. It comes with watching a historical movie, donating

to a local organization or researching yourself. Yes, it is undeniably important to raise awareness in an online space, but it should not be a limiting factor in building our understanding. Perhaps, it is more time-consuming, but its efficacy is sometimes greater in comparison with solely reading what social media has to offer.

Social media undoubtedly wields immense power in uniting people around important causes, such as during the Arab Spring. This wave of uprisings in the Middle East and North Africa became well-known around the world thanks to social media. However, it's essential to recognize that it serves as a facilitator rather than the sole tool for activism. The true power of social media extends

beyond its framework, but we tend to overlook that.

These platforms simplify the process of donating, organizing protests, conducting research and discovering emerging influencers. They act as tools in our hands, not as the ultimate source of knowledge and truth.

A striking report from the Reuters Institute highlights that 30% of people around the world primarily source their news from social media. A staggering one-third of the population entrusts their worldview to platforms known for bias reinforcement.

We need to be more critical about finding the truth, and that means going beyond social media. The nuance we can find through exploring platforms cannot be achieved through

social media alone. Taking a stance requires background knowledge; without it, we can't confidently stand by our views.

The Israel-Hamas war, like many other global crises, contains a lot of misinformation on both sides. Distinguishing fact and fiction becomes a difficult task. However, with a commitment to robust media literacy and an acknowledgment of the potential fallaciousness of our own beliefs, it's possible to come closer to the truth that we all passionately seek. The power of social media, with all its complexities and influences, remains a force to be reckoned with, but the path to understanding demands a broader journey that extends beyond its confines.



Courtesy of Living for Justice

The Decline of Humanities

By JINMIN LEE '26

Three college freshmen meet together for the first time in a Dunkin Donuts nearby.

Peter: Excuse me, there are no other seats nearby. May I sit next to you?

Mark: Absolutely.

Peter: Thank you. What's your name?

Mark: Nice to meet you, I'm Mark.

Peter: Peter.

Mark: What do you want to major in?

Peter: I want to major in computer science.

Mark: That's cool. Are you trying to be a software developer?

Peter: Yeah, I want to work at Google or Apple or whatever new thing comes up. What about you?

Mark: I want to become an engineer. I'm taking a few physics lectures here.

Peter: What kind of engineer do you want to be?

Mark: I've always been fascinated by planes. I want to work at Lockheed Martin.

Peter: Oh, maybe we'll both work together on something someday, me with the software, you with the engineering.

Friedrich: Sorry for intruding on your conversation, but may also sit next to you? There are no other available seats.

Peter and Mark: Sure.

Friedrich: I'm Friedrich. What are your names?

Peter: Peter.

Mark: Mark.

Friedrich: Didn't mean to eavesdrop, but you guys were talking about what to major in, right?

Peter and Mark: Yes.

Friedrich: And both of you are looking into STEM fields?

Peter: Yes, we both want to create the next big thing. Some innovation to change the world. What do you want to major in?

Friedrich: I want to major in philosophy and history.

Peter: Really? I haven't met anyone actually interested in philosophy. I'd love to know what draws you to the humanities.

Mark: Yeah, I think — at least for undergrads — students would find more value in STEM.

Friedrich: I'm not so sure if I agree, but I'd like to hear why.

Mark: Well ... How are you planning to get a stable job with a humanities degree? From the perspective of employers, I don't think there is a specific skill that you directly offer. Of course, thinking about life and history is really important, but, unless you want to become a professor or a politician, why would someone like to hire you?

Peter: I agree. To add on, since it is incredibly difficult to quantify how "good" you are at history, how will you prove to employers that you are better than the competition? In other words, if I were your interviewer and I asked: "What value do you offer me?" Can you provide concrete skills that would set you apart from other candidates?

Mark: Yes. For instance, Peter can say that he was the best in his class for

"We will continue to have an incremental, age-appropriate approach to homework. The schedule also cuts down on students needing to shift to and from athletics and ends academic classes significantly before 6 p.m."

coding and he's able to do machine learning and make websites. For me, I can say that I can do some good physics and contribute to making the wings of a plane as efficiently as possible.

Friedrich: These are

some complex questions. I do not plan to become a professor, but maybe I will become a politician one day. To answer your point about having some kind of exclusive skill that can very easily set me apart from the rest of my competition, I'm going to have to admit that, as a humanities major, it is going to be more difficult for me to find a job.

Mark: Then why would you major in philosophy and history?

Peter: Yeah, I wanted to be a fictional writer too until I realized that I wouldn't be making as much money.

Friedrich: Well, I have a question for both of you.

Peter and Mark: Go ahead.

Friedrich: Why did you get up in the morning today?

Peter gives a little chuckle.

Mark (face twitching with suppressed laughter): What kind of question is that?

Friedrich: I'm serious.

Mark: To go to our required lectures? I don't know.

Friedrich: Why do you have to go to lectures?

Peter: To get grades.

Mark: To get a job.

Friedrich: Why do you want to get a job?

Mark: Because we live in a society that will punish us with poverty if we don't have a job.

Friedrich: Sure. However, I don't think jobs permanently work that way. Sooner or later you will climb up the corporate ladder and will have to make decisions as a manager or something.

Mark: Yes. And?

Friedrich: I'm saying it is challenging to make any kind of decision if you spend all of your time and attention on developing one particular skill. I'm not saying there's no value in being a technocrat like that, but I think it will only take you so far.

Peter: Why?

Friedrich: Well, for instance, let's say you become a great coder and then you have to lead a team. You're the executive manager of your branch. Some of your workers begin a conflict because of a disagreement and refuse to work with each other. Without studying concepts like morality and maintaining power, how will you resolve the issue in a "just" manner? Can you define justice?

Mark: Well, I would make the logical choice of talking to each of them. Perhaps we could come to some compromise, and transfer one of them to another sector. Make the practical choice.

Friedrich: What if they refuse? Do you think it's justified to permanently alter someone's job and life for the sake of productivity?

Peter: I don't know. I'll

"We will continue to have an incremental, age-appropriate approach to homework. The schedule also cuts down on students needing to shift to and from athletics and ends academic classes significantly before 6 p.m."

have to think about it.

Friedrich: Yes, I'm not saying that studying humanities will automatically solve all of your workplace issues, but it gives a deeper understanding of how humans work. Maybe reading *The Prince* could help you become a better CEO or reading *The Nicomachean Ethics* will help you understand how to help your coworkers lead more fulfilling lives. For instance, let's say you have to decide how many days of vacation you should give to your workers. I think consulting some psychology and philosophy could definitely aid in coming to a better decision.

Peter: I'm quite convinced, could you give us another example of how studying something like,

"We will continue to have an incremental, age-appropriate approach to homework. The schedule also cuts down on students needing to shift to and from athletics and ends academic classes significantly before 6 p.m."

let's say English literature, could be helpful?

Friedrich: I've heard this in a podcast or somewhere, I can't remember, but learning how to write is a very powerful tool. You can be the most brilliant person and not be able to articulate your thoughts in a concise and accurate manner. What if you want to write a recommendation letter for one of your hardworking colleagues but you can't deliver it properly? That person will probably not get promoted.

Mark: You have a point. But I still don't think you've answered my question about how you're going to get a job in the first place with a major like philosophy.

Friedrich: Again, I admit that it will be far more difficult for me to land my first job in a pool of people that I can't directly compare myself with. My argument is that I believe humanities and STEM students have inversely proportional success rates when it comes to being workers. Humanities majors will find it challenging to find jobs at first, but their wisdom and fluency in language and social settings will set them apart when managing people. STEM majors will comparatively find their first jobs with flying colors but might struggle when they are forced out of their comfort zone of doing the one skill they've worked on their entire lives. I also believe it isn't impossible

for humanities people to find some way to set themselves apart from the rest of their competition. For instance, psychology majors could quantify their competence by taking a standardized test for it.

Peter: I actually think we could be presenting a false dichotomy though. Why can't STEM majors just read some useful philosophy and a humanities major find a way to prove their competence?

Friedrich: I definitely agree. And we don't have to major in one or the other either. I think it would be smart to taste the benefits of both worlds.

Mark: Great, I agree too.

Friedrich: Oh, I forgot to make this point though. It's about how I asked you why you woke up in the morning and got out of bed.

Peter (smiling): Yes?

Friedrich: I think one distinct value that humanities offers is existentialism. Imagine you work on one skill for 10 years and then at the age of 26, you realize this isn't what you want for yourself at all. Being mindful of the existential reasons why you do even the most mundane tasks allows you to live life with intentionality and purpose.

Mark: Could you recommend a book on existentialism?

Friedrich: I'd start with a podcast because I personally hate reading some of the really dense philosophy books. Maybe a podcast on Kierkegaard?

Peter: Thank you. I've gotta go to my class, but it was great meeting you.

Friedrich: I've got to go too. Nice talking to you both.

Mark: Goodbye.



Courtesy of Katelyn Cui '24

The Crossword Corner

By Finn Tronnes and Ciara O’neill

1	2	3	4		5	6	7	8	9		10	11	12	13	
14					15						16				
17				18							19				
			20						21	22					
23	24	25					26	27							
28							29					30	31	32	
33							34					35			
36							37					38			
39							40					41			
42							43					44			
			45	46							47				
48	49								50						
51							52	53	54				55	56	57
58							59						60		
61							62						63		

ACROSS

- 1- Most Silly-billy
- 5- Taylor Swift song on Midnights 3am Edition
- 10- Refnace, for short
- 14- iPhone helper
- 15- “Let It Go” singer Menzel
- 16- Opposite of entrance
- 17- What you might pull while cramming for a test
- 19- Off-rd. vehicles
- 20- Tea or coffee on a hot day
- 21- Lana
- 23- “Othello” role
- 26- Germany’s WWII cipher machine
- 28- “Whatever you say”

- 29- Absolutely not x2
- 30- New name for Discipline Committee (abbr.)
- 33- More dire
- 34- Aged en français, féminin et pluriel
- 35- MLB scoreboard letters
- 36- Slid in the Gram
- 37- 11.0 GPA
- 38- Exeter yearbook
- 39- Better kgs alternative
- 40- The Sun, for example
- 41- Take a class pass/fail
- 42- Spherical lip bam brand
- 43- Straight _____ arrow
- 44- Revolt

- 45- Cullen of Twilight
- 47- Rhymes with writer
- 48- Numbers game
- 50- Street urchin (Miles Oberting’s clue: Borat’s spouse)
- 51- Crooked
- 52- Obnoxiously long wait after Long Block
- 58- Board game with Mr. Green and Mrs Peacock
- 59- Missing angel in trig
- 60- Ms. Fitzgerald of Jazz
- 61- Multiple Kit-_____
- 62- Popular sheep
- 63- Shoulder muscle, for short

DOWN

- 1- Club room across from DSL in EPAC
- 2- Baby sea birds’ #1 enemy
- 3- Florida NBA team, on scoreboards
- 4- Fall term in 2 weeks
- 5- Bird that may carries messages
- 6- What Adderall treats, for short
- 7- #1 dye brand
- 8- Suffix meaning of or relating to
- 9- Tinned up on a Tuesday (or, Hide and Seek variation)
- 10- Kingdom
- 11- Points from Mrs. Mischke’s random test questions

- 12- Number of typos in this puzzle
- 13- _____ bitsy spider
- 18- More icy
- 22- Senses of self-importance
- 23- Pamper
- 24- With hands on hips and elbows out
- 25- Describes seniors last week
- 26- Home of The Beatles and Christian Bale
- 27- Van Gogh’s left side
- 31- Poolside chair
- 32- Elizabeth Phillips Academy
- 34- Place to say “I do”
- 37- Punches, for instance
- 38- Like water in a

- Britta
- 40- Stare
- 41- Fools’ month
- 44- Salt Lake Cidy resident
- 46- Uses performance-enhancing drugs
- 48- Fire
- 49- Uma Thurman’s role in “The Producers”
- 50- Org. that supported Prohibition
- 53- Thinking noise
- 54- Teachers’ org.
- 55- Choppa, rapper
- 56- 90° turn
- 57- Test out of 1600

Words of Wisdom

By ALLISON KELLY ‘25

As the term is coming to an end and this is our last issue of *The Exonian*, I thought I’d share some advice for the — most likely struggling — new students. These words come from returning students who have all survived at least one year of Exeter, offering some words of wisdom to new students embarking on the same journey.

“Get some sleep. Doing homework is fine, but if it’s taking you too much time, just do what you can per night. If it’s consistently taking you more than what it should, email your teacher. There’s no shame in that. It’s more important

to feel good than to do your homework.”

“I’m currently running low on sleep and it’s definitely not great. Doing work more efficiently can only happen if you get enough sleep.”

“If the day-to-day is getting really intense, switch up your routine and keep switching it up until you find what is most sustainable and works best for you.”

“Starting in different places also helps—for some starting in chaos helps but for others it might not so just do what’s best for you”

“Stay on your grind.

Make sure you have fun too, don’t over compress yourself with things to do. Make sure you study all week and then reward yourself on Friday and Saturday night by hanging with friends.”

“Don’t be afraid to ask questions. It’s not about the destination, it’s about the journey.”

“Play hard but work hard.”

“Spend your grill points, they’re there for you to get free food.”

“Just live life.”

“You don’t have to take everything so seriously

and you don’t have to do everything. New students, you don’t have enough time to do everything and that’s okay and sometimes choosing to step back from some things that are maybe not your primary interests is necessary and while that’s unfortunate, it’s important for your happiness to understand when to make the choice to cut something out if it’s too much.”

“You come here with all these passions and usually when kids are feeling burnt out it’s because they’ve bitten off more than they can chew.”

“Sometimes making the choice to not prioritize everything is healthy.”

“Don’t spread yourself out too much.”

“People who try and do

four clubs, and a sport, and music, and classes on top of all that will just burn themselves out in the first year.”

“Pick and choose wisely what you invest your energy in.”

“In the beginning, try new things and then narrow down as you go so you don’t spread yourself too thin. Use your early years to explore things and see what interests you.”

“Don’t accelerate in math if it’s not what you love. Despite the pressure you’ll feel to put yourself in an accelerated course, don’t let it get to you if it’s not something you’re really interested in.”

“It’s not that deep, it’s high school, you just gotta get through it.”

“No.”

“Get comfortable with approaching your teachers. Here, they are more your friends at a school like this and they can help you.”

“It’s a learning curve and you’ll fail, so embrace what you aren’t sure of yet. Just know that you’ll be yourself, so don’t expect to know everything in the first term.”

“You’ve got this! You deserve to be here just as much as anyone else. You will survive!”

And you will! I hope this was helpful. Good luck with finishing the fall term!

Humor

Around the Table: A Summation of Harkness (non) Participators

By ZOE CURTIS '25

A note before we begin: I have every intention of insulting, stereotyping, and reducing Exeter students to their purest, ugliest, and most insensitive forms. You call it petty saltiness; I call it artistic leverage. Do with that what you will.

The (Pseudo) Intellectual: You can spot this person from a mile away, probably because even from such a long distance you could probably hear them haranguing someone about Proust or smell the double shot latte they had earlier this morning. Expect frequent usages of the words Orwellian and Kafkaesque, or obscure references to Wodehouse novels you haven't read, much less ever heard of. In class, they are likely to bring unprompted references to 25-hour Andy Warhol films, and look down upon you for not knowing who Ada Lovelace is. However, you should befriend this person. They will help out when you need a replacement thesaurus.

The Muscled Moderator: These are simultaneously the worst and the best people at the table. Expect meandering, equivocating contributions to the table that will, either intentionally or unintentionally, make you giggle a little, if not glare out of the corner of your eye to the person next to you. On the plus side, these are usually your gentle giants, and they'll never fail to make the class a funny and lighthearted environment.

The Doormouse: These people, usually the best-dressed in the room, have a lot less to say with their voices than their outfits. I, as an author, have even less to say than they do, as it's nearly impossible to render a judgment on one who is constantly wearing headphones. Still, they are pretty cool looking. The Docs and vintage earrings do not go unnoticed. Despite their silence, I caution you to be wary; they frequently turn out to be Good-Will-Hunting-types — quiet geniuses, as it were.

The Economist: I've aptly named this person

after their likely most-frequented publication. In history class, they'll never fail to rationalize some of the most heinous acts that God's green earth has ever seen, all because "if you look at it from an economic perspective, it might be profitable." This is the seat at the table where lengthy philosophical conversations go to die. I'd name this person the mansplainer, but from my lived experience, no woman is totally immune. Expect the unnecessary explanation of Keynesian economics, or a monologue on why we can't just print more money.

The Rower: I've separated rowers from the rest of their athletic compatriots, only because crew is some sort of cult at this school that I think needs to be addressed. They travel in packs, like excessively tall wolves, with the exception of a few (the coxswains), and usually will eat all of the chicken breast at D-Hall if you don't get there first. In class, expect a mixture of the aforementioned pseudointellectual and muscle moderator: profound points, yes, but with a strong commitment to lighthearted, sometimes apathy-toned humor. On a personal note, they are, for the most part, absolutely amazing, incredibly attractive people (looking at you, Ava Cathey).

The Politician: This person likely came to Exeter with the conviction that they'd probably become President of the U.S. someday (and honestly, at an institution like this one, they might be), maybe because their mom told them they could be, or just because they watched a little too much CSPAN as a kid. They are often overdressed for class (or at least dress like the PEA class of 1887), and like to advocate for all sides of an issue — they are a man/woman of the people, after all. Expect to see them being slightly overinformed on everything, if that was even possible, kissing babies and shaking hands in Elm like the Pope, or keeping an American Psycho-esque serenity when an opinion they don't necessarily agree with is voiced. Though slightly NPC-reminiscent, befriend these people will give you some social currency at the Academy, especially if you're involved in StuCo, debate or MUN.

So, there you have it. In reality, I think every Exonian is some combination of these people: we all contain multitudes. Someone you thought was just a "dumb jock" turns out to speak five languages and be in 500-level math, the nerd in your physics class might have a leather jacket you don't know about, or just a really high snap score, the hardcore artist might also be a powerlifting enthusiast who likes a good protein shake, and you might have your suspicions confirmed that the quotidian library-dweller actually IS a mole person. At a place like Exeter, you truly never know.

THE CARTOON CORNER

By AVA ZHAO

If you'd like to draw for *The Exonian* or simply have a piece featured, email Ava Zhao at yzhao4@exeter.edu! Anyone is welcome to submit.

CAN YOU GUESS THE FACULTY?

- Week 4 -



By AVAZHAO'24

Sports

» **COTW**

Read about this week’s captain of the week: Sophia Dabney, 19.

» **FOOTBALL**

Read about varsity football’s beat against Deerfield, 20.

» **HOCR**

Read about Big Red varsity crew’s experience at HOCR, 20.

Captain of the Week: Sophia Dabney

By **ETHAN DING, KAI GOWDA, and ROX PARK**

If you spot the girls volleyball team streaming into Elm Street Dining Hall, there’s someone you’ll never miss. Whether she is high in spirits or exhausted after a tough game, senior and captain Sophia Dabney’s infectious energy is always lifting her team up. Both on and off the court, Dabney’s unwavering support for her team has powered them through several wins this season, leading them to a current record of 9-2. Many of her coaches and her teammates agree that she is an irreplaceable force on the team.

The girls volleyball team has had a strong start to the season. They’ve played nine games so far, the majority resulting in victory, including assertive wins against Milton Academy, Choate Rosemary Hall, and sister-rival Phillips Academy. This impressive winning streak was made possible by Dabney’s leadership and guidance.

Dabney has played volleyball for all of her three years at the Academy, starting on the junior varsity team as a new lower. Through hard work and dedication, she was able to qualify for the varsity team in her upper year, and eventually became captain her senior year.

“I was probably one of the worst players on the team at the beginning of my upper year since I didn’t have as much experience as everyone else,” Dabney said. “Throughout that year, I worked really hard and earned a starting spot. As a setter, I touched the ball every play, and through that, I gradually emerged as a leader on the team.”

At the end of Dabney’s previous season, her team members unanimously voted for her to be this year’s captain. “It’s only me that’s captain [this year], which is pretty rare for the volleyball team,” Dabney said. “Last year, we had three amazing captains, and I really looked up to them for a variety of reasons. One important thing I remember is the amazing energy that they brought to practice and to games. When I think of how I want to lead the team, I want everyone to see me as someone they can always come to and someone [who] brings good energy, just as my captains did [in the previous year]. I hope that people respect me but also know that they can come to me for anything they need.”

For Dabney, being captain comes with the

responsibility of fostering a good environment for her teammates, always and everywhere. “I want [our] practice to be a time when everyone can forget about their stress and just be there and be happy...I send out a text every day to make sure that everyone knows what time the bus is leaving, what time team lunch is, what warm-up color to wear, and a lot of other small things like that,” Dabney said. “I try to make sure that everyone has food before and after games, and I like to schedule team dinners for the team to come together and get closer.”

Her efforts have not gone unnoticed. “Sophia will often set up team dinners after tough practices, which helps us regroup, especially when we get frustrated,” upper Ellie Ocampo said. “During preseason, the whole team went to coach Rowe’s house for s’mores and a fire. It was such a good bonding experience.”

“[Team dinners] can be so relieving after a rigorous practice,” upper Stephanie Handte agreed. “Our conversations would vary from our classes to our favorite Mediterranean restaurants. I’m so grateful to be a part of the team.”

Speaking on Dabney’s leadership, Handte continued, saying, “I believe having a supportive and hardworking captain is extremely helpful, and that’s exactly what Dabs does. No matter the circumstances, you’ll always hear Dabs’ words of encouragement on the court...What’s important is that not only is she a talented player, she’s a very genuine and likable person on and off the court.”

Thanks to Dabney, the team’s off-the-court bond is strong. Handte said that despite being a new upper, she felt immediately welcomed to the team by her captain. “I remember Dabs reaching out to me before preseason, which was such a simple yet kind act, and it created such a long-lasting effect. I will never forget that.”

“Our team dynamic is great,” lower Clare McCann echoed in agreement. “Everyone is very competitive, but also very supportive, [so] we cheer each other on and work our hardest together. Dabs is a great captain who strives to bond our team together and supports each of us. She talks to us individually when we are down on ourselves and helps us.”

“Bus rides, although long,



Senior Sophia Dabney poses for a photo behind Phillips Hall.

Amelie Hespel / *The Exonian*

are so fun,” McCann added. “No matter how the game goes, they are always so fun and full of laughter. We make so many memories on [the] bus rides.”

With the help of their strong relationships, girls volleyball has been a powerhouse on the court this season. “One of the biggest highlights from the season was our very tight game against BB&N (Buckingham Browne & Nichols Upper School),” Handte said. “The energy of the team was phenomenal. Everyone was so driven to get the next point, and every point was celebrated with jumping and loud cheers.”

“Our Andover game was a big highlight from this season so far,” prep Melody Ma added. “We went to four sets, and they were all

super close, but we pulled through at the end and won.”

Behind this admirable record lie hours of rigorous team training. “We are training hard to catch up on our fundamentals and communication to become a more complete team for playoffs,” coach Bruce Shang said. “Training has been more technical and tactical, but mostly we need to remember the game is fun.”

In addition to the training sessions, lower Liv Lang believes the team’s hardworking behavior and spirit also contribute to their success. “The team grows every practice and really epitomizes our motto ‘get better.’ You often see girls showing up early and staying late, getting in the

extra work,” Shang said.

Dabney’s coaches and teammates attested to her crucial role as a player, leader, and friend during demanding practices and games.

“Sophia is hard working and supportive on and off the court,” upper Anna Holtz added. “She brings energy and positivity to practice. Her authenticity and kindness has been beneficial to the team dynamic.”

“Sophia holds us to a high standard in practice every day,” Ocampo said. “She is so encouraging and has such a good presence on the court. She is our starting setter, so that definitely is leadership within itself.”

Shang agreed that Dabney’s presence on the court is crucial. “Sophia is

the heart of the offense,” Shang said. “We will only go as far as she can lift us.”

With four games left in the season, culminating in the final game against Andover, the girls volleyball team is looking to finish strong. Under Dabney’s steadfast leadership, the team hopes to wrap off the season with a championship win under their belt.

“My personal goal since the beginning of this season, since before we even got to preseason, was to win the NEPSAC championship. I think we have the caliber and talent to do it. So as captain, my goal would be for me to lead the team there,” Dabney said. “I believe that if we’re playing our best, we can win.”

The Exonian

We would like to acknowledge the Squamscott/Penacook peoples who were the first peoples of this land. We would like to honor their ancestors, descendants and future generations for caring for this area and allowing us to be here today.

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Big Red Crew Competes in Head of the Charles Regatta



Girls youth 4+ in action at HOCR: Eden Fisher, Athena Sperantas, Ava Cathey, Sophia Turner, Jane Park (from front to back).

Courtesy of @exeterathletics

By PHIN GIBBS, ERIN HAN, and AMY LIN

Early morning on Sunday, Oct. 22, the girls and boys varsity crew teams packed into buses bound for Cambridge, Massachusetts, to compete in the historic Head of the Charles Regatta. As the second largest regatta in the world, the race lasted three days. By the end of the weekend, the girls varsity 4+ boat secured third place amongst over 90 boats, not only continuing the legacy of last year's qualifying boat but also setting up a boat to compete again next year.

For most team members, the race day began bright and early. Upper Sophia Turner and rower on the girls 4+ recalled, "We all went to bed at around seven or eight the night before, and woke up at six. The girl's team left to go to Boston at seven which was pretty early, and the boys actually left at four because they raced at eight."

When the teams arrived, they were met with a packed regatta. As senior and 4+ rower Edie Fisher described, it included "everyone from masters rowing into their seventies, to alumni boats from colleges, youth rowing, colleges competing, and people from all over the world."

During the race, each boat was given a rolling start, meaning that the crews started 15 seconds apart from the other. This format of racing allowed for some thrilling moments. "I think my favorite moment [from the regatta] would definitely have to be passing crews," senior and 4+ coxswain Jane Park said. "Because they start staggered, if you pass a crew, it means that you're technically 15 seconds faster."

Fisher also described the cheers from onlookers at sidelines and bridges as a highlight of the regatta. "It was just such a fun race because there's so many people there and everyone is standing on [the] bridges," she said. "Especially as you get to Elliot, the last bridge of six, the

crowd is just roaring."

Going into the race, several team members on the 4+ shared similar expectations — or a lack thereof — which they believed contributed to their success. "I think for my boat personally, we didn't have [many] expectations," Park said. "I think [that] really helped us perform as well as we did."

"Because we all came from different experiences with rowing ... we really didn't know what we were expecting," she continued. "So going into the Charles, we just had individual focuses rather than a boat wide focus to get x place or get x time. We focused on individual goals that we had in mind, and I think that really helped improve the speed of the boat as well."

As team captain, senior Ellie Ana Sperantas said, "[I don't think] we really knew what to expect, especially because of some changes in coaching and how we also had three out of five people in the boat who were completely new and hadn't ridden in the four before."

Still Sperantas expressed confidence in the crew. "We were excited and we knew we had a pretty fast boat. I think we finally figured out our lineup late in the season," she said.

Upper and 8+ boat coxswain Victoria MaBardy added and commented on the 8+ boat's preparatory work. "Likewise with the 8, [we worked on] mental preparation, focusing on individually what we could do to make the boat faster, watching video debriefings after practice, seeing what we're doing wrong to see what we can improve on. That was very helpful for us," she continued, "In terms of expectations, for the eight, there was that pressure to just requalify... [and carry on] this race for the future of Phillips Exeter and other crews and new athletes coming into this sport in future years at the school."

Girls crew coach Rebecca Moore, a witness to the

group's hard work in the form of five-day practices and group meetups, shared her expectations. "I thought that both the four and the eight would have a good row — they had practiced hard, worked on various changes, fine tuned their rigging, and enjoyed practices with good steering help from both Jane Park and Tori Mabardy."

Senior and co-captain of the boys varsity crew team Michael Goodall spoke about how, although slightly disappointed in the boys' final results, the team will be working towards a greater long-term goal of NEIRAs. "For Head of the Charles, it is not necessarily our main priority, but we always like to do well as often as we can. We have some talented guys in the crew team and had a lot of potential to do well, so we had high expectations, but it was not our main event."

"I expected fierce competitive rowing and for all our crews to do their best, to enjoy the occasion and to relish the competition," coach Greg Spanier added.

Turner talked about her training for the fall season and regatta. "I trained really hard over the summer and as did the rest of the people in the four. I think as a team, both in the four and the eight, we've been erging non stop. We've had really good pieces on the water. We've been competing with each other with good friendly competition, completing five Ks (Kilometer Races) every two weeks. All of us played our part to be the best athletes we possibly can," she said.

Spanier touched on their intensity in practice. "The competing teams trained five days a week, with some long and challenging workouts. The athletes trained hard and deserve enormous credit for their magnificent achievement. They were also very well prepared by the many coaches in our program, including, in particular, prior coaches Morris, Moore and Cathey."

Coxswain and senior Jane Park commented on her boat's

pre-practice meetings. "I think something that helped for my boat was, before every practice we would have a small, very brief boat meeting to kind of go over personal focuses of the day. And I think taking a more individual approach to the race, not in the sense that you're only focusing on yourself, but focusing on yourself in that you want to be the best athlete that you can be for the boat rather than setting expectations for other people."

"I think team culture was super important this season. Every year [and] every season we have a talk with the team [to] get to know everyone and make sure everyone knows who everyone is. It's super important to have trust in one another when you need to rely on each other. And in terms of more physical preparation, we did 5Ks so we could really see where everyone was [and] feel confident in who we were choosing for each boat," Fisher said.

Amidst all the excitement and hard work, rowers recalled their highlights of the regatta.

"There was one point where we had a little crash, but after that we picked right back up. None of us were flustered. I could feel the determination and grit of all the girls that were in my boat and how much we just wanted it and we weren't going to let this little incident take anything away from us. That was a pretty powerful moment," upper Ava Cathey said.

"Surprisingly, we were able to kind of figure it out and get recollected relatively quickly. It was a moment that I will never forget. It's one for the books. We were able to really come together. We ended up beating most of the crews and came in third by about 15 seconds, which was super, super fun and impressive," Park added.

"Our sprint was really good. It was the 700 meters of the race. I remember blacking out a little at the end, but it was a really good sprint. Afterwards, we paddled back up to the dock and finding out that we got third place was

really cool," Turner said.

"I really loved watching the collegiate women's races, because it was really enjoyable for me to see rowers, who are so much stronger and better than I am, row. It was really satisfying," upper Bea Prairie added.

"I think my memorable moment was obviously medaling," Park said. "It was a great race, and the medal is a good representation of all the work that we've put in throughout the season. [And] I think [as I] just talk and reflect back on the race itself, my favorite moment definitely has to be passing crews. Since the race had a rolling start, if you passed a crew, that meant that you were technically 15 seconds faster. [Every time that happened] I think it... gave us a boost of adrenaline."

Rowers who rowed in the Head of Charles regatta in previous years reflected upon their experience in comparison to this year. "We just felt so strong. It's definitely difficult to remember previous races, but I just remember the shock of watching the boat falling away because we were just gaining on them," Fisher said.

"Last year I raced in the eight which was really cool," Turner said. "It was my first year. I remember being really scared last year mostly because I had just finished my first season of rowing in the spring, and I really didn't know what to expect. I'd never really done 5Ks before. It was a little terrifying because there were so many people. I think we placed 47th, which was pretty cool."

"It's just a totally different experience racing in four. Having that really small boat, you all get to know each other so well over the course of the season. We had a really set lineup as well. So, I know we all just wanted [to win] really badly. We had so much trust in each other," Turner added.

For Park, this year's regatta presented a fresh experience. "I mean, for me personally, this was my first time actually competing at the Charles. I was

there last year, but I was there as a spare. In that sense, I didn't really have a standard to gauge our performance at the Regatta. But I think just in comparison to previous years, I would say that the conditions were probably worse than they were last year. It was very windy and cold. It just wasn't an ideal condition for growing. So in that sense, I'm very proud of the performance that both the four and the eight did. We were brick walls. Something that my coach said was to be brick walls for the entire race — let nothing affect [you]," Park said.

As the Head of Charles Regatta concluded and the fall season is drawing to a close, both coaches and rowers are looking forward to the year ahead.

"Many athletes will be training during the winter in preparation for the spring season, during which we compete in a series of side-by-side races over a shorter distance, 1500 meters," Spanier said.

"Up until spring season from this point on, it's erging, lifting, building strength and cardiovascular. So the technique time of being on the water is finished, but now it's just strength building up until March. So hopefully the river will thaw at the beginning of March and we can get back on," Fisher added.

"For winter training, if you would like to prepare, you can opt, and we all work together above the basketball courts. It's really fun and goofy. There's lots of loud music playing. It's just a really good team bonding experience. You get a lot faster and it's really cool to see so many people improve and PR," Turner said.

"We're always working towards the next thing. I think NEIRA in the New England championships in the spring is always our end goal. There are other races that come before that, but you're always working to win a championship. I think our team has a lot of potential," Sperantas said.

Varsity Football Crushes Deerfield Academy

By JACK CASSIDY and ISHAAN SINGH

On Saturday, Oct. 21, Exeter's varsity football team took a trip to Deerfield Academy, snatching a 21-14 victory. Knowing it would be a dogfight, the team required an immense amount of preparation the preceding week. Nevertheless, despite the rainy conditions, key plays from Zion Simmons, Eddie Buehler, and Kai Honda helped lead the way to their win, improving the

team's overall record to 4-1.

"We've had a very successful season, but the game against Deerfield has to be one of the greatest things I've ever experienced," lower RJ Edmonds said. "There was this tension in the air, and it was very high energy, to say the least."

Also on the line is upper Ewan Newton, an offensive guard, who agreed, calling it a "grueling back-and-forth game."

Edmonds, a running back and linebacker new

to the varsity squad, commented on the stress and uncertainty the team had felt going into the game. Rainy conditions were expected early on, so head coach Panos Voulgaris planned ahead. "We spent our whole week of practice preparing for the poor weather and the overall uncertain nature of the game," Edmonds said.

According to Edmonds, Voulgaris gave an inspiring speech on Friday that got the team's energy up, leading to strong plays throughout

the matchup. "The score was close throughout the entirety of the game. There were lots of big plays from key players right down to the last minute," Edmonds said. "We all went to Deerfield knowing what we had to do, and we executed. Winning never felt better."

Many of the game's highlights were by senior Zion Simmons. "He made a variety of clutch plays, like a pick 6, [and] he got a 50-yard touchdown ... He really kept us in the game

with his clutchness. Overall, [in terms of] defense and offense, we put up a fight," senior, captain, and left tackle Nihaal Rana said.

"The season is going very well right now. [We're up] 4-1 and ranked second in the league," Newton said. "So we're looking to make sure that we're ... getting better every week and working towards a bowl game win to cap off our season."

According to Rana, the team always practices and plays as if their record is

still 0-0. "We're always striving for that next win. We don't think we're up or anything," he said.

"Everybody's feeling very good, very ecstatic that we won the game, but we had to put that behind us because we have [a game against] Brunswick [next]," Rana continued. "They have a lot of talent, so it's another game that we have to lock in on. [We got to] focus this week and during practice."